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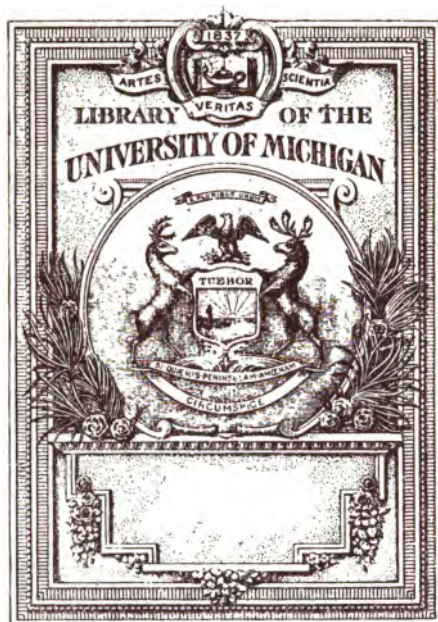
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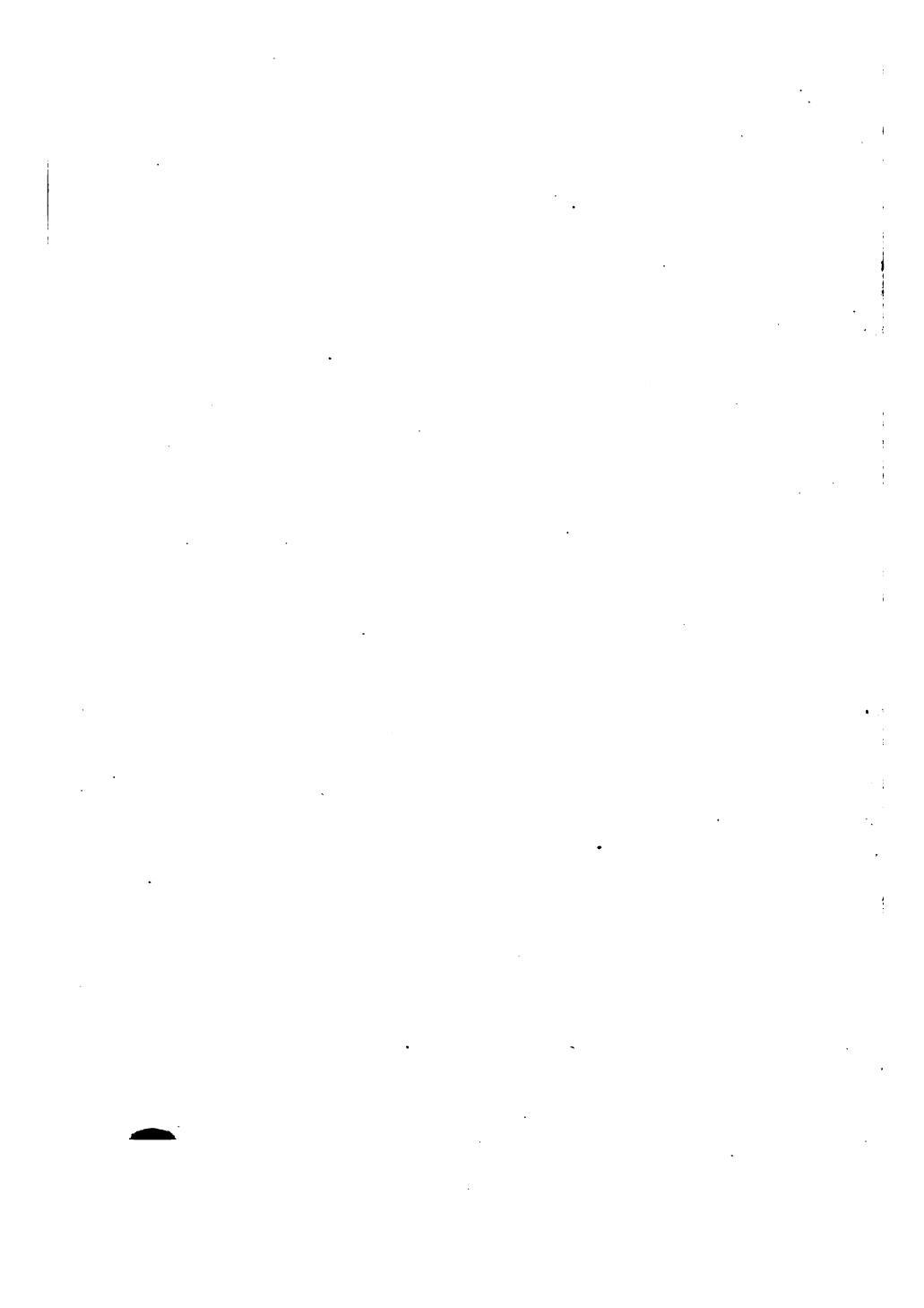
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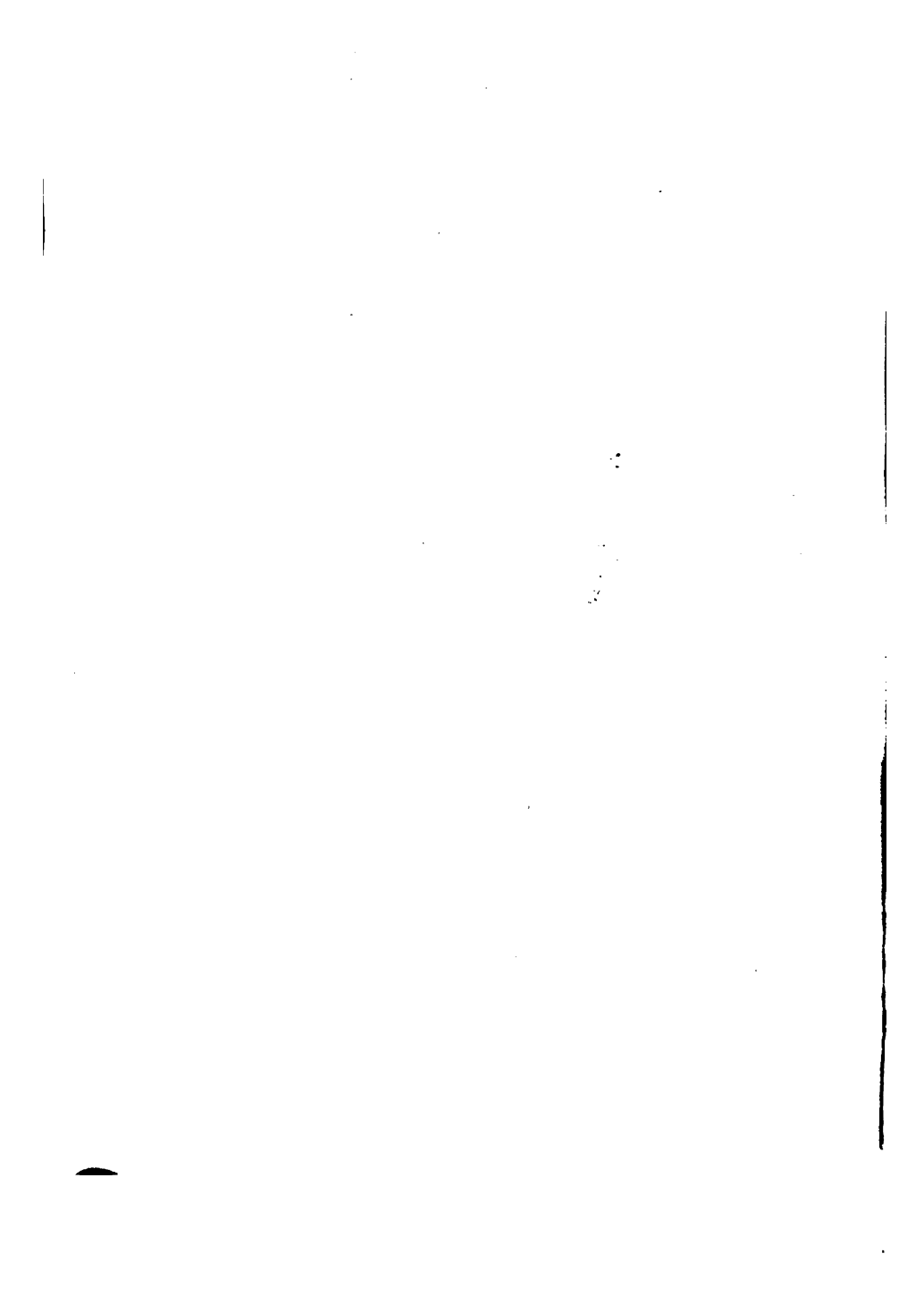
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**KINDERGARTEN LESSONS FOR
CHURCH SUNDAY SCHOOLS**



Protestant Episcopal church in the U.S.
New York (Chinese) Sunday school
commission

Kindergarten Lessons

For Church Sunday Schools

A Manual for the Instruction of Beginners

PREPARED FOR
THE SUNDAY SCHOOL COMMISSION
DIOCESE OF NEW YORK



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The Young Churchman Company
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FOREWORD.

While the Sunday School Commission of the Diocese of New York has been editing a very complete system of subject-graded Text Books for Sunday School pupils in the secondary and high schools, it has been unable until now to produce the right material for the elementary and kindergarten grades. It has, however, constantly had these grades in mind and has sought to meet their needs. At last the kindergarten has had a truly model Text Book at its call. For four years, an expert kindergartner of St. Andrew's Church, Detroit, has been giving particular attention to the production of a Teachers' Manual that should combine thoroughly pedagogical Kindergarten Methods and Principles with sound Church Teaching and the atmosphere of reverence and worship, even more essential in the early stages of child-development than in later years.

The result has been even far beyond our anticipation and has fully justified the long delay. No one can read the Author's Preface through without catching the vision of the possibilities of the Kindergarten in the Church, dealing with what is perhaps, in many ways, the most vital and impressionable period of all life.

The course is planned for a year of fifty-two lessons; but in many schools having a long summer vacation period, it can be made into a two-year course. We shall, however, produce a Second Year book, eventually.

Foreword.

It is important to note the change of attitude in the day school kindergarten towards the amount of material presented to the young child. It used to be customary to give a new story at each lesson. Public school kindergartners of the new type to-day present not more than ten or a dozen stories in a whole year, in the week-day school of many sessions. We have compromised in this course, and given twenty-one stories in the year; perhaps, even then, too many, for the keynote of the modern kindergarten in true accord with Child-Nature, is Repetition.

We are more than happy to welcome this new book, the first really Church Kindergarten book produced in our American Church.

The Primary Book, for the first and second grades public school, is still unwritten, and the acceptable writer has not yet been discovered. When she is, and when we can offer to the Church a wholly-commendable Course of Lessons, the Primary Manual will be forthcoming. We hope it may come speedily.

PREFACE.

AIM.

The young child, as the savage, has an innate capacity for worship, a desire to love and adore the Unseen Source of all Good. But too often this instinct is warped or its growth arrested through lack of direction and training.

It is therefore our duty, first, to direct the child's adoration toward the true God; second, to train him in adoration.

To the child, God may be, and is, in a surprisingly large number of cases, some grotesque, distant being, or perhaps entirely unknown. We must show God as He is, beautiful, real, living, loving, near. The child-mind works with the concrete, so a concrete image of God is formed. That is good, but we must make the image that of the person of God the Son as He manifested Himself to man, gradually fusing Him with the idea of the Father and the Holy Spirit, into the adorable One. This we try to accomplish by means of a studiously prepared series of stories and their accompanying pictures.

As we are fixing the Image, let us teach the child how properly to express his adoration, the reverent posture, the words of short Acts which will be his morning and evening prayers, and other simple forms and hymns used by the Church.

Of what avail will Biblical lore be, unless it direct the child to the love of God? He may learn the books of the Bible, and the names of the Kings of Babylon, but first he must be taught to know and love God and when and how to address Him.

This is the purpose of our work with the young child.

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The child may not be regarded as the young of man—that is, an undeveloped man having the identical thoughts, feelings, desires, and passions of an adult—but in an embryonic or lesser state. On the contrary, the child is an organism beautifully sensitive and exquisite, which must be studied and dealt with apart. He is, as a modern poet has said, “Pure and streaming with the waters of Baptism,” and Wordsworth, “Heaven lies about us in our infancy.”

We are about to dare to approach close enough to guide these pure souls. Let us by frequent Communion, mindful of the means and ways thereto, keep our souls immaculate that they may not contaminate in their contact. Let us, as we wish to develop the child’s devotional life, care that we develop our own. We cannot show God to the child unless we know and are near to Him, ourselves. So, let us spend more time each morning and evening at our devotions, let us make some short, simple meditation, two or three times in a week, not longer than ten minutes in the early morning, taking for the subject the lesson which we are to teach the following Sunday. Try to place yourself in the presence of God, ask Him to teach you, picture the scenes and actions in the story—then wait.

As we go through the days, busy and confused though all may be, let us try, as St. Catherine of Siena, to build an oratory in our hearts where we may go always in peace and be with Him.

THE ROOM.

The room should be large, allowing twelve feet or more between class groups, well lighted and ventilated, the floor clean and bare. A closed closet or cupboard with shelves is necessary, for keeping materials clean and orderly.

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Each class must have its own set of tables, left standing in place ready for use, if space permit, or piled conveniently in an out-of-the-way corner.

Be sure that the chairs are not too high for the children. Have the legs of such chairs sawed off to a comfortable height for the little ones. The feet should rest comfortably upon the floor, when the child sits well on the chair. Teach the children to know when a chair "fits" so that they may choose such and seat themselves, thus saving the teacher time and trouble. Often disorder and uneasiness in gatherings of young children are caused by improper seating. The feet hang heavily, the muscles of the legs and back become fatigued, the circulation is impaired, the nerves become irritated. The child does not understand the cause of the trouble, but he is uneasy and unhappy.

Each teacher may have a table upon which to keep materials ready for work with the class.

Above all things *insist* upon having a room undisturbed by older children from the Sunday school, officious officers, etc. Little children are easily distracted. If you are to teach the lessons, you wish to complete them successfully. Make people understand that disturbance is not fair to the children or to you.

DECORATIONS.

A rich, dull yellow is the best color for tinting walls. Yellow is full of brightness, it is most pleasing to young children, and displays pictures to advantage.

Hang pictures very low, at a level with the eyes of the children. Use good pictures, a few large colored photographs if they can be afforded, good prints or lithographs. The New York Sunday School Commission carries a large

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assortment of beautiful lithographs, and, in fact, all the supplies and pictures noted in these lessons. A large frame could be purchased and the picture changed to accord with the season or lesson subject. In photographs or prints, the following are the best subjects to choose because they can be understood by the children, contain few figures, and are by good painters. The Good Shepherd (*Plockhorst*); Virgin, Infant Jesus and St. John (*Botticelli*); Our Lady of the Angels (*Bougereau*); Madonna of the Chair or Sistine Madonna (*Raphael*), Crucifixion (*Hofmann*); Transfiguration or Ascension (*Hofmann*). Six Fra Angelico Angels from the set sold by the Sisters of the Holy Nativity, mounted upon a gilt mat and framed with a narrow gilt molding, are a beautiful group.

So often the young children are given articles cast aside from the Grammar Department. Make a plea for your children. Do not allow your room to be the store house for soiled, old pictures discarded by the Church. Keep all sweet, clean, bright, and cheerful and you will have taken many steps on your way.

Provide hooks for wraps, or, if possible, a cloak room. A clock in plain sight is necessary.

THE TEACHERS.

One who has had much experience with young children, and also ability to manage, should be "Director" of the room. The other teachers are "Assistants."

The duties of the Director should be to see that the room and all work prepared by teachers are in order before receiving the children; to keep records of absence and tardiness; to visit the homes, explaining to the parents the

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work done at the school, and to invite their coöperation; to conduct the Opening Circle and exercises; to receive and dismiss. She may or may not conduct a class group or occupation period.

An inexperienced teacher *can not* teach a group of more than ten children. Her duties are to assist the Director when needed, to conduct the First Group and Occupation Period. A teacher must never interfere with or distract the children when the Director has charge. Whatever assistance she offers must be unnoticed by the children. A hand laid upon a disorderly shoulder, a deprecatory shake of the head, etc., will be of great help. Neither may the Director interfere in First Group or Occupation. Little children can only follow one leader at a time.

There should be a musician, able to play the piano. All teachers should be able to sing sweetly and in tune.

BEFORE TEACHING.

The secret of a well-conducted lesson lies in knowing well and exactly what you wish to say and do. Leave nothing to chance. Again—*know your lesson.*

Be in the room half an hour before the children arrive. Do not encourage the children to be very early. They grow tired waiting for the lesson.

When the teachers have arrived, say the following office together, kneeling:

V. O Lord, make speed to save us.

R. O Lord, make haste to help us.

Our Father.

Veni Creator (Hymn 289.)

(Repeated or sung together.)

O Saviour of the World, who by Thy Cross and Precious Blood hast redeemed us, save us and help us, we humbly beseech Thee, O Lord.

Preface.

Prepare your material in every detail to avoid delay when with the children. Many a psychological moment is lost by making them wait while you hunt for something.

Place the required number of chairs in a circle around the piano, so that the person seated at the piano may be able to face the light when turned toward the children.

THE CHILDREN.

These lessons are written for average children between the ages of four and six.

It should be the duty of one Assistant to oversee the children as they remove wraps, umbrellas, etc. Teach the children to remove wraps at once and to go to the Director as she stands near the piano to be greeted. She may grasp the child's hand saying, "Good { ^{Morning} } John" and teach him to respond, "Good { ^{Morning} } Miss X." Courtesy is one of the first lessons to be taught in the school. Always make a personal remark to the child as, "We did not see you last Sunday. Were you ill? You did not see our new pictures." This personal touch brings you into loving relationship with the child. Think you are in a mother's place for one short hour. What loving mother does not greet the child as he enters the room and expect a response from him!

Do not allow the children to become noisy before the lesson. Let them look at picture books or play, but see that they play quietly. You may find it necessary to have the children seat themselves as soon as they enter.

Begin the lesson at the time set.

Do not be cross to a child if he is late. It is often the fault of the parents; *see them*. By a little tact you can dis-

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courage tardiness. Punctuality is another lesson to be taught, *now*.

THE OFFERING.

Explain before the Opening Circle, at the first lesson, the purpose for which the children are to bring their money. If for missions, explain that in far away countries live children who do not have Sunday Schools or teachers to tell them stories about God. The money buys Sunday Schools and playthings, and pays teachers to go on trains and big boats far across the sea to help these poor children.

Let the children stand in front of their chairs, turn sidewise toward a chosen leader, march quietly around, always keeping near the chairs, and drop their money into a receptacle as they pass (such as a metal bank in the form of a Church). The first verse of Hymn 268 may be sung during the march. When the children come to the chairs from which they started, all may remain standing until the teacher says, "Be seated."

The offering should not occupy more than three minutes. Make it perfectly unostentatious. "When therefore thou doest alms sound not a trumpet before thee . . . let not thy left hand know what thy right hand doeth." The habit of giving should be formed early, but the child should *love* to give. First, we must teach him the love of God, then he will feel that giving to the Church is a privilege, not a burden. In many schools, too much time is occupied by the "ceremony" of collecting the money, counting the money, recording the money, talking about who gave the most money. There is too much money, very little God. Let us teach the children to give simply and gladly as our Lord has so plainly taught.

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While the children are giving their money, one of the teachers should take the attendance. The card system is best. Write the children's names and addresses upon cards arranged in alphabetical order. Mark *A* for absence, *T* for tardiness, *I* or *P*, for presence. If a child is absent for two Sundays in succession mark him *L* or "left." Lay the card aside from the pack and visit him during the week. Visiting will work wonders in school attendance and parental interest. When a child returns from being "left" mark "*Re*" in the space instead of *P*.

THE OPENING CIRCLE.

In the Opening Circle the children unite for exercises before separation into classes or groups. Its purpose is to gather all in order and by the presentation of matter of general interest to prepare an atmosphere in the child's mind readily receptive of the more difficult subjects of the First Group.

The following should be presented in the Opening Circle: music, the teaching and singing of hymns, and devotions.

PROCEDURE.

The Director should conduct the Opening Circle. She may be seated near the piano, the musician at the piano, the other teachers with the children in the circle.

Collect the offering and take the attendance.

Glance around to see that each child is seated properly, feet upon the floor, hands in laps. You may be obliged to call attention to the correct sitting position at first, until the children become accustomed to adopting the best posture.

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Say "Can you sit like me? Let us listen to the music."

As far as possible the music has been chosen which expresses the subject to be studied. In teaching hymns, follow the steps as in Lesson I.

If for some reason the children grow restless during the Circle Period, change their position in some way, either by standing to sing or the musician may play a march upon the piano, the children clap hands or say other gestures as snapping fingers, shaking hands, opening and shutting fingers, stamping feet in tune with the music.

Each Teacher should now go to the part of the room chosen for her group. She should retain the same children during the entire lesson course, the classes being divided according to the age or general development of the children.

Bid the children stand, face chairs, grasp the seat in both hands, carry to the place occupied by his group, place against the wall and be seated at attention.

FIRST GROUP.

This period is by far the most important of the six. We have chosen for it the most opportune time, after the children are thoroughly in the atmosphere of their surrounding and still not tired by too great demands upon the attention.

Each Teacher gathers her children about her in a circle.

All stand behind the chairs and sit with the teacher. (Now is the time when your own spiritual life is most powerfully but subtly influential.)

Follow the Lesson outline.

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THE CATECHISM.

By means of the Catechism, we teach the foundation truths of theology. Although the wording is as simple as possible, it is not expected that the children comprehend but in part. Nor is it necessary that they should understand all things. Do we understand?

The child cannot be taught too early to recognize the authority of the Church: that there is nothing more reasonable than to submit the reason to God. The truths taught by the Catechism are those upon which the Church founds her teaching. If they are learned well, as the mind matures new phases of understanding will unfold.

Speak clearly but softly; enunciate carefully; repeat the question, then the answer. Ask the children to listen to the question and to answer with you. Ask individuals to answer. Ask the children to say it to their mothers.

THE STORIES.

The general purpose of the stories is to present God to the child in such a manner that the idea formed is one of a Person, beautiful, real, living, loving. Characteristic words and acts of our Lord which specially appeal to the child mind have been selected, mostly from S. Luke's Gospel.

Use as nearly as possible the words from the story. You may consider them unnecessarily graphic. Watch the effect upon the children. Be simple, natural, like a child, and you will impress children. Suit the tone of voice to the words—as when the snake talks, make him talk sneakily, flatteringly, or when the wolf howls make it blood-curdling.

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Do not be afraid to repeat stories. Children love the stories that they themselves know. The older the story the more pleasing. Few stories are given in these Lessons and much repetition is planned because we wish to make them the children's own. Nothing is learned by telling many stories. The mind becomes confused and mistaken ideas arise.

Always show the picture *after* the story has been told.

As a signal for closing, the Director may ring a bell or strike a chord upon the piano.

The children rise and carry their chairs to their places against the wall, and sit awaiting the exercise.

EXERCISE.

Little children must have exercise on Sunday as well as on week days. We cannot hope to impress new subjects when concentration is hindered by an uncomfortable body. The exercises are planned to develop control of the muscles, acute perception, and to create a healthy mental atmosphere.

GENERAL RHYTHMS.

The Director should stand near the piano to make explanation and to direct the musician.

In "general" or "free rhythms" the children march, skip, run, hop, etc., as the music is changed to correspond to the respective motions.

After Opening Circle and First Group the children should be seated quietly, the chairs placed against the wall. At a chord played upon the piano the children should rise and stand at attention. For the first rhythm lessons, the director may say, "Watch me, and do as I do. Follow me wherever I go."

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The musician should play a march, the director marching around the room, the children following in a body. The music suddenly changes to a skip. The director should skip and the children imitate. Now a run may be played and changed to a very slow march. The children will learn to recognize the "skip" march, etc., very soon and will not need to follow the director. When they are exercising alone, they should all move around the room in the same direction.

If the Director wishes to stop the children to make further explanations or to correct mistakes she may clap her hands. The musician should learn to obey this signal instantly, no matter in what part of the room the Director may be.

The Assistants should exercise with the children, watching individuals to see that all step in time with the music, and giving special attention to children who are timid, awkward, or deficient in rhythm sense.

Be lively and full of fun in all exercises. It is a relaxation period. Relax, but do not allow undue noise and disorder.

Always close with some quieting movement. Say, "Let us march to our chairs like kittens," "Let us fly like birds," etc. This gives an orderly ending, and prepares for the beginning of the quiet period.

Music and suggestions for rhythms may be found in *Music for the Child World* (Marie Hofer, Volumes I and II). If there is no piano, children enjoy marching to the clapping of hands.

GAMES.

Games suitable for exercise will be suggested with the

Preface.

lessons. Watch the children upon the streets at their games and you will soon understand how to play.

Dramatization or the acting out of a story has also been planned as exercise. Nothing can better express the child's idea of the story than dramatization. After a few lessons, the children enter into the spirit and enjoy it greatly.

The Lessons, though kindergarten principles are adopted, are *not* kindergarten. However, it would be well for amateurs to visit some good kindergartens to gain an idea of management of small children and something of the manner of presentation of material.

OCCUPATION.

The work of the occupation periods may be divided into two classes: first, that which has for its purpose the child's expression of the lesson subject; second, purely recreative occupation. Drawing, painting, clay modeling, sand table, paper cutting (free), belong to Class One. Bead stringing, play with clay, design pasting, paper cutting, belong to Class Two.

If the children have attended a Day Kindergarten and learned the use of materials, the teacher's work will be easier. *Always show samples* of the completed work to the children before beginning the lesson. Make detailed explanations, illustrating by making before the children what you wish them to make, if necessary. Follow the steps given in Lesson I.

An explanation of the particular occupation is given with each lesson.

CLOSING CIRCLE.

In the closing circle, the children gather to say good-

Preface.

bye. If time permit, for often the occupation period is apt to be prolonged, the closing circle may be used to impress the day's lesson by a short conversation and questioning, to review the Catechism, to sing the Hymns, to ask a Blessing before departure.

The children may be seated upon the floor or chairs in a close group about the piano.

DISMISSAL.

Form the children in a line and march to the cloak hooks. Each child may bring his wraps to his own teacher for assistance. When all are ready, form in line and march to the door where the Director stands to say good-bye to each.

AFTER TEACHING.

Say the following office together, kneeling:

Psalm 150.

Nunc Dimittis.

HINTS TO TEACHERS.

Correct any disorder in the beginning. Never allow the seed to grow and you will have an orderly room in which real happiness may exist. If the children feel that you expect order and attention, they are easy to control. The real secret lies in being orderly yourself. If you are nervous and fussy, so the children will be.

Be Calm, speak decidedly but softly. Enunciate carefully. Use good English, but words common to the children.

Be very careful that your speaking during the groups does not disturb the other teachers.

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Be courteous always.

Always sit facing the light when addressing the children.

Hold the pictures that you show very low and display them slowly that *all* may see.

Do not wear jewelry to attract the children's attention. Dress plainly.

Never ask a question and answer it yourself unless you *know* that the children cannot possibly have the knowledge necessary. Try to bring out the answer by other more particular questions.

Look in the records and see who are the unbaptized children. Make a special effort to interest them in Holy Baptism. See the parents and ask to have the children baptized.

At the close of the course prepare an exhibition. During the year make a collection of specially good work done by the children. Place this about the room. Invite the parents and friends to visit it. Sing the hymns, etc., learned, during the Opening Circle. Tell a story, or ask a child to tell a story, review the Catechism, and say the prayers learned, in the First Group. Plan some simple exercise and marching which the children perform well. Give bead designing, preferably, for occupation, etc. In short, let the parents see what you have accomplished. See Lesson 52.

This course is planned for typical children between the ages of four and six years, living in an average environment, and attending the average Sunday School. However, no two groups of children, no two Sunday Schools, are alike. The teacher must learn to adapt the typical

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course to the particular condition under which she is placed.

Children from some environments do very much better hand work than others. Some may learn hymns and rhythm especially well. Children from non-English-speaking parents may be found. Children will come to the schools from all environments and parents.

If you find that the children cannot do all of the hand-work planned, drop some of it or modify it to your conditions. If they do it easily, give them more to do, or occupy the time teaching new hymn words, if they finish the work very quickly.

If the children learn hymns easily, select others to be taught. If they learn slowly, omit a hymn or take more time for the teaching.

In most Sunday Schools the summer months are vacation. After examination it will be noted that the Lessons are divided into two terms or years, Term I. beginning with Lesson 1 and ending with Lesson 32; Lessons 3, 7, 8, 9, 14, 17, 22, 24, 29, 30, 32 may be omitted if shorter course is desired. Term II., however, beginning with Lesson 33 and ending with Lesson 52, has no lessons omissible.

If there is no vacation, the Lessons should all be used consecutively. If there is a vacation, two years' work is planned, the exhibition at the close of the entire course comprising the two terms' results. However used, the course is a *unit*.

Children entering during the year or at the beginning of the second term should be placed in a group for *First Group* instruction, necessarily beginning at Lesson I. in order to build the foundation for later work. The occupa-

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tion work given to this class of children, entered at odd times, can often be as planned for regular pupils without seriously impairing results. Of course, if the occupation is an expression of what has been taught in a regular *First Group*, it must be changed to fit an irregular class having had an irregular instruction. This may give an idea of how work should be adapted.

The Director should, when necessary, formally meet with the other teachers before or after the Lesson, to talk over the work. Adaptations may be agreed upon at these meetings.

Read over *now* closing remarks at the end of this book. You will read them again on the completion of the Course; but seeing them *now* will serve to make you observant and progressive.

E. E. A.

PICTURES FOR EACH LESSON.

The following pictures and other aids will be found useful in making the lesson real.

A number of attractive pictures have been mapped out for each lesson in order that the teacher may secure good illustrative material. Should teachers desire to secure pictures illustrative of the Lesson Topics, either to distribute to the scholars or for personal illustration, communication with the Sunday School Commission will secure them.

The Brown, Perry, Union Press, and Wilde Pictures sell at 1c each, 100 for \$1.00. They are indicated by the initials B., P., U. P., and W. The Miniature Pictures sell at $\frac{1}{2}$ c each, 50 for 25c. They are Bm. and Pm. The Cosmos and Card Pictures are 2c each. They are Cos. and Cd. The Thompson Blue Prints (Tba.) are sold only on special order at 1c each. The initials "S. H. N." stand for pictures imported by the Sisterhood of the Holy Nativity, and sell, only on order, at special rates. No pictures are returnable. Not less than 25c worth of pictures (of any mixture) is sold at one time.

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EQUIPMENT.

All of these Supplies may be secured, on order, through the New York Sunday School Commission, Inc., 416 Lafayette Street, New York, who make a specialty of assembling all such materials for the Schools.

One Piano.

Kindergarten Chairs (without arms).—No. 1213, \$7.00 per doz.

Kindergarten Tables (scored in squares).—Nos. 1210, 1210½, 96x30 inches, \$10; 72x30, \$8.50; 96x16, \$7.50; 72x16, \$6.50; 36x16, \$5.50. Without scoring—\$1.00 less.

One Large Rubber Ball.—(Any local store.)

One Large Hoop.—(Any local store.)

One American Flag.—\$1 to \$5.

One Sand Table.—No. 1221, 3x3 feet, \$9; 3½x4½, \$11. (One barrel sand—from dealer in contractors' supplies, or from the Commission, \$1.00 per bbl.)

100 Colored or Natural Sticks.—6-inch, No. 89, 25c; No. 89A, 40c.

Iron "Churoh" Bank.—\$1.00; or *Glass Bank*, 50c and 35c.

Marking Cards for Individual Scholars.—75c per 100.

FOR TEN CHILDREN PROVIDE—

One Quart Jar of Library Paste.—Universal Paste, 50c per jar.

Ten Water-Color Brushes.—Medium size, No. 4, 50c per doz.; No. 6A, 30c per doz.; No. 6B, 40c per doz.; No. 6D, 60c per doz.; No. 6E, 75c per doz.; No. 7, 75c per doz.

Ten Large-eyed Short Darning Needles.—No. 199 contains 25, 10c; No. 171A, 70c per doz.

Three Packages Grey Bogus Paper.—Squares 8x8, No. 73, 100 leaves, punched for tying, 45c.

Ten Pieces of Strong Cardboard.—8x6 inches.

Ten Scissors.—Blunt points, 10c each, \$1.00 per doz.

Five Pounds Manila Paper for Drawing.—12x10 inches.

Ten Drawing Pencils.—Soft, medium, or hard, \$2.50 per gross.

Five Boxes Colored Crayons.—Assorted colors. Set No. 1, 75c per dozen boxes; set No. 2, 15 colors, 15c per box.

Three Hundred Wooden Cube Beads.—Assorted colors.

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Ten Small Granite Ware Pans—Not Too Shallow.—(Any local store).

Ten Extra Long Shoe-Strings—Small Tag Ends.—No. 471, 10c per doz.

One Hundred Dark Grey Cards.—8x8.

Five-pound Package of Clay Flour.—No. 457, 25c.

Ten Paint or Paste Dishes.—(Individual butter dishes will serve.)

Three Oakes Each or One Tube Each of Red, Blue, Yellow Water Colors.—Moist colors in tubes, 36 colors, 10c tube.

Cutting Paper.—8x8, No. 218, 100 squares unruled coated, Assortment A, 50c (contains 6 standard colors). One package—green, blue, or violet, black, assorted, red, white.

MUSIC BOOKS—

Opera Martha—Shirmer Publishing Co., 50c.

Music for the Child World (Marie Ruef Hofer).—Clayton Summy Co., Publisher.

TOYS—

Lambs and Shepherd.—Toy stores.

Praeseperum.—Ecclesiastical Supplies.

PROGRAM (90 MINUTES).

OPENING CIRCLE—15 minutes.

TAKE ATTENDANCE

COLLECT OFFERING—3 minutes.

MUSIC.

Hymns—Taught and Sung.

Devotions.

EXERCISE—10 minutes.

FIRST GROUP—20 minutes.

EXERCISE—10 minutes.

OCCUPATION—20 minutes.

CLOSING CIRCLE OR DISMISSAL—15 minutes.

CHAPTER I.

God, the Father Almighty, Maker of Heaven and Earth and of all Things Visible and Invisible

Opening Circle.

Music.

Spring Song - *Mendelssohn* - (35 Measures)

Hymn.

Teach Hymn 570, one verse (Hopkins' tune).

Presentation (Method of Teaching the Hymns).

Step 1 (Arouse Interest).

Show pictures of angels, Fra Angelico in colors, if possible.

Step 2 (Explain the Words of the Hymn).

"*Above the clear blue sky* is Heaven, all brightness and light. God lives there with His Son, Jesus. The Saints, persons who have been very holy and good, as our Lord's Mother, the Blessed Virgin Mary, S. Peter, S. Paul, S. James, S. John, and many others, live there with God. A host, hundreds and hundreds of angels, sing sweet songs of *praise*, day and night. They sing Alleluia, which means Praise to God, as they kneel before Him and fold their hands. *They love to sing to God, their King, Alleluia.*

"I know a song about the angel host on high singing praise to their God."

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Step 3—Sing to the Children.

Sing the hymn to the children, enunciating very clearly.

Step 4—Let the Children Sing.

Repeat, then say, "Now try to help me. Perhaps you will remember about the angels and sing to your mother at home."

Step 5—Repeat.

Repeat once or twice if the children are not restless.

Divide the children into groups. Show and impress upon each group its respective corner of the room where the chairs are always to be placed neatly near the wall to be convenient for use in the First Group.

Present each teacher.

Exercise (Rhythms).

Play "follow the leader."

"Come with me and do as I do." March, skip, run, march and clap hands in time, march on tip toes, etc.

Always end with a march or some quieting rhythm, as, "Let us walk to our chairs on tip toes" or "like kittens," etc.

First Group.

Gather the children about you, seated in chairs placed in a circle.

Tell the Story.

Catechism:

Q. Who made all things?

A. God made all things.

Ask the children questions about the story:

Where is God? Who lives there with Him?

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What was the name of the first man?

What was the name of the first woman?

God made us. We are His children. He loves us and watches over us always to keep us safe. He can see us always, as we play, as we eat, and as we sleep. He sends us all things, our houses, our clothes, our food, our toys. When we are good, He looks down from Heaven and is glad. When we are naughty, He feels sorry. He loves us more than anything. We love Him because He is so good, so kind, so beautiful. He is our Father in Heaven, and some day we shall see Him with the Blessed Virgin Mary and all the lovely saints and angels.

We cannot see Him now but we can talk to Him and He can hear us. He likes to hear us talk to Him. Let us say to Him, "O God, I love Thee, and I want to love Thee more."

Let us kneel and fold our hands as the angels do when they pray to God.

Let us be very still so that He can hear us.

Let us all say, "O God, I love Thee and I want to love Thee more."

"Listen and I will say, 'Our Father, Who art in Heaven.'"

Repeat "Our Father," enunciating carefully.

Rise and place chairs against the wall.

Exercise.

Form a ring by joining hands and play Mulberry Bush or Drop the Handkerchief.

Occupation.

See that the children are seated quietly while the tables

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are being placed. Ask them to bring their chairs to the table and to stand behind them.

Say, just as Grace is said, always before being seated at the tables:

"Wherever I am, whatever I do, Thou, Lord, seest me."

Be seated.

To make prayer books will interest the children and be of great value in securing coöperation of the parents.

It has been found an excellent practice for adults to keep a note book in which to write helpful prayers, rules, etc. So by writing the prayers in a book which the child has made and may carry home, the parents may know what forms are being used and aid in the teaching as well as remind the child to say the prayers each morning and evening.

It is definite habits of devotion which we are trying to form and the book will be a step toward that end.

In this occupation lesson, a general method or mode of procedure is followed which must be used in teaching all occupations, varied, of course, with the article to be made or the work to be done.

Always make a sample of the work before teaching the Lesson, that you may know exactly how to instruct the children in each step.

Preparation.

For each child prepare three sheets of white writing paper, size, about 10x6 inches, one piece of paper cambric, size, 10x6 inches, red or blue. Cut a cross from white, gold, or silver paper any desired size, to paste upon the book cover. It should be cut in one piece and the strips must be wide enough not to tear easily when wet with paste.

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Prepare very soft paste (by mixing with water), dishes, and needles threaded with strong black linen thread.

Place all neatly upon a tray or conveniently upon a table.

Presentation.

Step 1—Explanation of Work.

When the children are seated, show the sample which you have made and excite their interest. Tell them that they can make a prayer book like this, to take home, to keep, that in it you will write the prayers which they shall learn and that they may ask their mothers to help them say these prayers from the book each morning and evening.

Step 2—Distribution of Materials.

First, give to each child a dish, a brush, one piece of paper, one piece of cambric. Last of all, place a small spoonful of paste in each dish.

Ask the children to sit quietly, the hands folded in the laps, while the materials are being passed. This is not only a rule of courtesy, but a necessity, because if the children are allowed to play with the materials before the work begins, papers may be soiled or torn, paste spilled, and numerous accidents happen. Always insist upon this rule, kindly but firmly. It is a first lesson in self-control.

Step 3—Explanation of the Use of Materials.

"We shall make the cover to-day; next Sunday we can finish the book."

Show the children how to dip the brush in the paste and how to cover the piece of white paper evenly and quickly. Also show them how to fit the cambric upon the

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paper and press firmly together, using the soft flesh of the closed hand, "not rubbing, but pressing."

Step 4—Work.

Tell the children to do as you have done. This is the first Occupation Lesson and you may be obliged to help the children; fitting accurately, smoothing wrinkles and cutting ragged edges. Watch all carefully, going from child to child to examine the work. Aim, as the lessons progress, for more and more independent work. Try to teach the children to think and do for themselves by asking suggestive questions and encouraging them to try. When a child asks for help, say, "Let me see how well *you* can do it alone." Watch him try, making suggestions and helping when you see that he does not understand or is unaccustomed to using the material.

Step 5—Gather Results.

When the work is finished, write the owner's name neatly, in ink, upon the white paper. Gather all covers and place them under a large book or weight to keep flat until the next lesson.

Step 6—Gather Materials.

Ask one child to gather the paste dishes and brushes in a pan and place them in water to soften.

Step 7—Dismissal of Class.

When the signal is given by the director, ask all the children to stand behind the chairs, carry them quietly to their places against the wall and sit in order, waiting for the Closing Circle.

Choose two children to carry away the tables.

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Closing Circle.

Sing the hymn used in the Opening Circle, asking the children to help if they can.

Kneel and pray for the Blessing.

"May God the Father, God the Son, and God the Holy Ghost, bless, preserve and keep us, now and forever more."

"Oh, give Thine angels charge over us to keep us in all our ways."

Dismiss.

Form in line and dismiss according to previous instructions.

GOD, THE FATHER ALMIGHTY, MAKER OF HEAVEN AND EARTH.

God lives in Heaven. Thousands of angels in shining dresses fold their great white wings as they bow before Him, singing His praises day and night. The Blessed Virgin Mary and all the Saints in Paradise, those who have been good and holy upon earth, are always near God. They can see Him and talk to Him, and He talks to them. In Heaven grow fruits and flowers more beautiful and more sweet than here upon earth, and all is bright with the sound of singing voices.

God can see us, in the dark and in the light, but we cannot see Him, now. If we are very good, we shall go to Heaven, some time, to see God and all the holy saints and angels. God can hear us and we can talk to Him now even though we cannot see Him. He knows everything we say.

The saints and angels see and know us very well. God sends His angels down to be near you and me, to care for

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us. They are here now but we cannot see them. All those in Heaven love and are helping us.

God has lived forever, but this earth upon which we live was not always here. One day God made the earth, a dark dreary land, and an ocean black and terrible, for there was no light. Then God set the bright father sun in the blue sky, to shine for the day, and He gave the mother moon and her babies, the stars, to make the night beautiful for us. God covered the black earth with grass and flowers. He made tall trees to grow and bear sweet fruits. In their branches He told the birds to build their nests. He made the bears and lions and wild animals to run roaring about at night and to hide in the woods by day. He filled the waters with big and little fishes.

Now this is the *story* told by wise men long, long ago, of how God made the first man and the first woman to live in the world.

All the earth God made beautiful, but one spot He made most lovely, the Garden of Eden. There He planted the tallest trees, the sweetest fruits, the brightest flowers, the softest grasses. Through the Garden He caused a great river to flow, from which the birds and animals might drink.

When God had finished this beautiful home, from the dust He formed a man, having a head, a body, arms and legs like a big clay doll. Into the clay God breathed the breath of Life and it moved and lived. It could walk about, eat and talk as men always do; for God had made a really live man, having bones, and flesh, and red blood.

God said to the man, "You are the first person I ever made, and your name is Adam. This is your home, the

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Garden of Eden. Here you may do anything you like, play with the animals, swim in the river, eat the fruits and nuts, but you must not eat the apples which grow upon this tree." Adam promised to obey God and so he was very happy.

But Adam grew tired of playing alone. One day while he was sleeping, God made a beautiful woman and named her Eve. God told her, as He had told Adam, that she might play with all of the animals and eat the fruits except the apples growing upon the tree in the center of the Garden. Of these she must not eat. Eve promised to obey.

When Adam awoke and saw the woman near him, he was very glad. He showed her where the golden fishes swam in the river, where the brightest flowers grew, and where the sweetest fruits were hanging. The sun shone, the birds sang, and they were happy.

God from Heaven looked down and loved Adam and Eve, the first persons whom He had made to live in the world.

This is another story of Adam and Eve which the wise men told long ago, and now it is written in a Book called the Bible.

CHAPTER II.

The First Sin

Opening Circle.

Music.

Pilgrims' Chorus—*Tannhauser*.

Stand and say distinctly—

"Glory be to the Father, and to the Son: and to the Holy Ghost; As it was in the beginning, is now, and ever shall be : world without end. Amen."

Then be seated.

Ask the children if they remember about Whom we sang last Sunday.

Where is God?

Who lives with Him? How many?

What are they doing now?

What do they sing?

Why do they love to sing to God, their King?

Sing "Above the Clear Blue Sky."

Exercise.

Play Skipping Tag. Form a ring. Each child stands with hand outstretched. Let one child be "It." He may touch the hand of another by whom he wishes to be chased. When he is tagged, the "chaser" becomes "It" and in turn touches the hand of another. See that the children skip in time to the music. When this has been played for a few moments, tell the one "It" to touch the hands of all, so that all may skip around the room. End by marching to chairs to a very slow march.

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First Group.

Before we begin our story let us kneel, our knees on the floor, our bodies straight, hands folded, eyes closed.

Let us see God in Heaven with all the Holy Saints and Angels.

Let us say—

“O God, I love Thee and I want to love Thee more.”

“Our Father.”

Rise and sit in chairs.

Catechism:

Q. Who made all things?

A. God made all things.

Review:

Who made the sun?

Who made the trees?

Who made the horses?

Who made you?

Who sent your house, food, clothes, etc.?

Who were the first persons whom God made to live in the world?

Where did He place them?

Tell the Story.

Show Pictures.

Exercise.

Play Mulberry Bush, or Drop the Handkerchief, as in Lesson I.

Occupation—Finish the Prayer Book.

Show the children how to fold the book cover in half.

Fold the leaves in half and place inside, ready to be sewed.

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Sew along the center crease with the black linen thread, taking one stitch and tying in a knot. You may have to help the children with the sewing, but they should be able to do the folding and placing together of leaves and cover entirely alone.

Dismiss as before. Be careful that your dismissal is orderly. This is very important to the general spirit of the room.

Closing Circle.

Ask a few questions upon the day's story.

Sing "Above the Clear Blue Sky."

Kneel and pray, as in Chapter I.

"May God the Father, God the Son, and God the Holy Ghost, bless, preserve and keep us, now and forever more."

"Oh give Thine angels charge over us to keep us in all our ways."

Dismiss.

Do not forget your personal word to each child as you say good-bye at the door.

THE FIRST SIN.—ADAM AND EVE.

Eve sat under a tree. From the tree hung red apples. She was watching a green snake curling and uncurling itself in the sunlight. Suddenly the snake spoke, "What is your name?" it said. Eve was surprised to hear the snake talk, but she answered, "My name is Eve." "That is a beautiful name," said the snake, "and you are the most beautiful creature in the world. I am sorry for you because God will not allow you to eat any of the fruit which grows in this pleasant garden." "That is not the truth," replied Eve, "for God has given us the fruit which

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grows upon all the trees. The apples which hang above my head are the only thing which God has forbidden us to taste." "Yes, you poor child," said the snake, "God knows that the apples will make you very wise if you eat them. God does not wish you to know anything. How sorry I am for you!" "God said that if we ate the apples, we would die," answered Eve. "God does not say the truth," said the snake, "see, I will eat one. It will not make me die." So saying the snake sprang, and catching an apple in its mouth, gobbled it down very quickly. "See, I am not dead," it shouted, as it curled round and round, wriggling and laughing, "How sweet and juicy the apples are, how red and shining, the loveliest fruit in all the garden! Mistress Eve dare not eat it because she is afraid of God. Afraid of God! Who cares for God? He does not speak the truth. I am not afraid of God," sang the snake.

Then Eve thought "Perhaps the snake is right. I like apples very much. Why should I not take these? Surely they would not hurt me. I am not afraid."

She raised her hand and broke an apple from the branch above her head. How red the skin shone as she held it; how sweet it smelled! "You are afraid! You are afraid! The beautiful Eve's afraid!" sang the snake, "Afraid to taste the sweetest fruit in the Garden!" "I am not afraid," said Eve, and with her white teeth she bit a large piece from the apple. It was very juicy and pleasant to taste. "Surely it cannot hurt me," thought she, and ate it all.

When she looked for the snake, he had gone. She searched in the bushes and in the long grass, but she could

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not see him. Then she picked another apple and ran with it to find Adam. "See," she said, "this fruit which God forbade us to eat. I have eaten some and I am not dead. They are delicious and I have brought one for you. Eat it." And Adam ate the red apple, all.

Suddenly the sky grew dark, the lightning flashed, the beasts of the forest began to howl. Adam and Eve were frightened and hid themselves in the thick bushes. A voice cried, "Adam! Eve!" It was God calling and they knew that He was angry. They fell down upon the ground and hid their faces in fright. But God found them, for nothing is hidden from Him. He sees into all places. Trembling, they crawled before Him.

"You have disobeyed Me," He said, "and for this sin I must punish you."

"Eve gave me the apple," said Adam, trying to blame Eve for his own sin.

"The snake told me to eat it," said Eve.

"Yes," said God, "that was the wicked Satan, dressed as a snake to deceive you and to try to make you do wrong. Why did you obey the snake and disobey Me? Who placed you in this beautiful Garden? The snake? Who loved you and tried to make you happy by giving you every pleasant thing? The snake or I?" said God.

Then Adam and Eve felt very sorry that they had been wicked and had made their great, kind God angry. Eve hated the bad snake who tempted her. Adam felt ashamed.

"You cannot stay here in this beautiful place," said God. "You must go out into the cold world. There you must work hard, for you will not find fruits and nuts to eat as in the garden. You must hunt wild beasts for food, and use their skins for your clothing. You must dig in the

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hard earth and plant seeds that you may raise corn and wheat to make your bread. All this hard work you must do because you have not obeyed Me and I must punish you."

God sent an angel with a sword of fire to drive Adam and Eve from the Garden of Eden. Swiftly they ran before Him, and the gates closed with a loud noise after them. They could never, never, return, for they could not unlock the gates, and the angel with the fiery sword watches always.

CHAPTER III.

*Review

Opening Circle.

Stand. Say the *Gloria*.

Music.

Play—"Onward, Christian Soldiers."

First Group.

Preparation.

Show a picture of soldiers marching. Stand toy soldiers in a line, two by two, or cut lines of soldiers from paper before the children and stand them in the cracks between the piano keys. Be sure to have and call attention to a flagbearer.

Presentation.

Begin by saying, "What do soldiers do?"

Question until the answer comes, "They fight."

"Why do they fight?" ("To drive away wicked men from doing them harm").

"When soldiers march to war, what does one carry before?"

"What banner do American soldiers carry?"

Christian Soldiers carry the *Cross of Jesus* before them as they march to war, and it is *Christ, their Royal Master*, Who leads them to fight the foe.

Forward, straight into the battle, He leads them. You can see their banner go before them always.

Repeat—"Onward, Christian Soldiers."

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Sing standing. Ask the children to help.

Sing "Above the Clear Blue Sky."

Exercise.

Play "Follow the Leader," as in Chapter I.

First Group.

"Who can remember how we tell God that we love Him?"

Let several children show the correct posture for prayer and repeat the Act of Love.

I know that God would like to hear us tell Him, each morning and evening, that we love Him.

Can you remember before you leave your room each morning to kneel and tell Him? At night, before you climb into bed, can you kneel and tell Him again?

I have written "O God, I love Thee and I want to love Thee more!" in your Prayer Book.

Show the children where you have written it in their books.

You can show this to your mother and ask her to help you to remember each morning before you leave your room and each night before you go to bed.

Let us all remember now.

Kneel, repeating the Rule of Prayer, knees on the floor, bodies straight, hands folded, eyes closed.

Say, Act of Love,

"Our Father."

Catechism:

Q. Who made all things?

A. God made all things.

Ask review questions from Chapters I. and II.

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Tell the Story from Chapter II. again.

Show pictures.

Exercise.

Form a circle standing.

Roll a hoop across the circle.

Say, "Let us see to whom the hoop will go."

Ask the child before whom the hoop stops to roll it, and so on.

Occupation.

Show the children how to paste the cross upon the cover of the prayer book. Tell them that they need to use only a *little* paste.

Show the children again where you have written their names, making the books their own. Also show them where you have written the Rule of Prayer, the Act of Love, and the words of "Our Father." Tell them to take the books to their mothers so that they will know just the prayers that they wish to use and help them to remember each morning and evening. Impress upon them to keep the book carefully.

Closing Circle.

Sing, "Onward, Christian Soldiers,"

"Above the Clear Blue Sky."

BLESSING.

Dismiss.

CHAPTER IV.

Noah

Opening Circle.

The Gloria.

Music.

Pilgrims' Chorus—*Tannhauser*.

"Many years ago Christian soldiers sang this music as they marched up hard, stony paths over high mountains. They had no shoes upon their feet and only a rough coat to cover them as they marched, even in the rain and snow, always singing this strange music." Play a part of the air over, that the children may learn to recognize it.

Sing, "Onward, Christian Soldiers."

Ask questions to give clearer understanding of the words:

"Where are the Christian Soldiers marching?"

"What do they carry before them as they march to war?"

"What leads them against the foe?" etc.

Show the angel pictures.

Sing, "Above the Clear Blue Sky."

Exercise.

March, skip, run, as before.

First Group.

Catechism:

Q. Does God want to make every one good and happy?

A. God wants to make every one good and happy.

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"How many children remembered their Morning Prayer?"

"How many children remembered their Evening Prayer?"

"Let us say them now."

Kneel, repeating the Rule of Prayer,

Act of Love,

"Our Father."

Tell the Story of Noah.

Why did God wish to save Noah from the rain?

What did He tell Noah to do?

What did Noah take into the Ark with him?

When the rain had stopped, what did Noah do?

How did Noah find out that the trees were above water? etc.

Exercise.

Marching in line is the first step in teaching the Grand March.

Choose a "captain" to carry a flag or banner.

Form a line after the captain.

Tell the children to "march like soldiers, hands at sides, heads up."

Lead the captain around the room, zig-zag, etc.

If you have difficulty in keeping the children in line, let each hold the coat or dress of the child ahead. Or say to each wanderer, "Remember, N— is before you, do not lose him, follow him wherever he goes."

Occupation.

Build a paper model of Noah's Ark.

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Preparation.

Materials.—One square of heavy paper, not less than 8x8 inches, not larger than 12x12 inches. One piece of card or wood not less than 6x4 inches, not larger than 8x6 inches. Scissors. Paste.

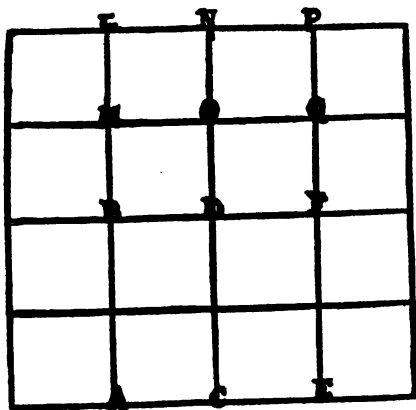
Fold the square in half. Turn the square around and fold in half again, the creases forming a cross.

Fold the front edge over until it meets the middle crease.

Fold the back edge over until it meets the middle crease.

Turn the square around and fold the front and back edges to the middle crease.

Sixteen squares will be formed by the creases.



Cut upon lines AB, CD, EF, LM, NO, PQ.

Place square ABCD upon square DCEF and paste.

Place square LMNO upon square NOPQ and paste.

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Fold over and paste the two remaining squares to form a house.

Cut a door and window.

Cut one-half-inch slits at the edges of the house.

Fold up at the bottom to paste upon the cardboard.

Cut crudely for the children, animals small enough to pass through the door.

The feet may be creased up slightly at the bottom to make them stand.

If you wish, a large window may be cut in the roof.

Presentation.

Show your model to the children.

"We can begin the Ark to-day, next Sunday we shall finish."

Pass paper to each child.

Fold a square, yourself, with the children, showing them carefully how each crease is made.

Mark with a pencil the lines to be cut upon each child's paper, before you let them cut.

Pass scissors to each child and watch them carefully while they are cutting to prevent mistakes.

Show them how the squares are to be folded over upon each other, but do not paste until the next lesson.

Closing Circle.

Review the Catechism.

Sing the Hymns.

BLESSING.

Dismiss.

Remind each child as you bid him "good-bye" to say the prayers "before you leave your room in the morning, before you go to bed at night."

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NOAH.

Many years after Adam and Eve were driven from the Garden of Eden because of their sin, all the people upon earth became very wicked. But one man, named Noah, was good—in all the world.

One day God called Noah and said, "Noah, these people are too wicked to live upon this pleasant earth. I shall send a great flood of water to wash them away. But you who are good may remain. Listen well, and do as I say. Make yourself a big boat, an ark, three stories high, having a window and a door: Drive into the ark two of every living kind of animal, bird, and fish. Take your wife and your children and any other persons who wish to go and be sure to take food for yourself and your animals. Close your window and lock your door, for I will pour My rain upon the earth forty days and forty nights, that all the wicked people may be washed away. You in your boat will float safely upon the water, and I will watch over you always."

Noah did as God commanded. Many days he and his three tall boys worked with saw and hammer and nails until the big boat was finished. Then they drove their horses, cows, sheep, elephants, tigers, lions, pigs, cats, dogs—all the animals living, two by two, into the ark. Last of all, Noah, his wife, and his three big sons, went in and closed the door and window. Soon they heard the rain pattering upon the roof. Louder and louder it beat, faster and faster it poured, and they felt the ark lifting and riding upon great waves of water. So they rode forty days and forty nights, safe and dry inside the ark, while out-of-doors the rain poured and splashed.

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At last the noise of the water beating upon and dripping from the roof stopped. After many days the ark suddenly struck a rock and stood still. Noah opened the window and looked out. The sun shone brightly upon a great sparkling blue sea of water which covered the earth. Not a house, not a tree, not a leaf could be seen; the water had covered all the earth, even the very tops of the high mountains, and washed all the badness away. Noah took one of the birds, a raven, from its cage and let it fly through the open window. He watched as it spread its black wings and flew away. It came back home, for it could find no tree in which to build its nest—the water covered all. The raven flew in and out of the open window many times, but it always came home at night to rest.

Then Noah let a dove fly into the sunlight. She flew so far away that he could not see her, but she, too, came back tired, for she could find nothing but water, no tree or branch upon which to rest.

Noah waited seven days and sent the dove out again. Soon she came back carrying a green leaf in her bill to show Noah that the water had dried from the tops of the tallest trees. Seven more days Noah stayed in the ark and sent out the dove again. But she never came home and Noah knew that she had found a tree, growing above the water, in which she could build her nest.

The sun shone and the wind blew and dried the water from the earth. One morning, when Noah looked from his window, he saw the brown earth, the green grass, and the tall trees instead of the water. The ark had rested upon the top of a tall mountain. Then God spoke to Noah, saying: "Go from your ark into the world, you and your family and your animals, for as I poured the waters upon

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the earth so have I dried them and made the green things to grow again."

Noah opened the door and drove out all his animals into the light, two by two, horses, cows, sheep, lions, and elephants. How glad they were to see the sun and to play upon the soft, new grass. They tossed their heads and with glad cries ran down the hill and into the woods.

Noah built an altar there upon the mountain, where the ark had rested. He and his family knelt before the altar and thanked God for His goodness in taking care of them. God looked down from Heaven and was glad that He had saved these good people. As they knelt, He blessed them and they were filled with joy.

CHAPTER V.

Review

Opening Circle.

Music.

Pilgrims' Chorus—*Tannhauser*.

"Who sang this music?"

Gloria.

Sing, "Onward, Christian Soldiers,"

"Above the Clear Blue Sky."

Ask several children to sing alone.

Exercise.

Step II. in the Grand March.

Ask each child to find a partner.

March in line, two by two, around the room, zig-zag, etc.

Class Group.

Catechism:

Q. Who made all things?

Q. Does God want to make every one good and happy?

Be careful to catechise individuals.

"Did you remember to say morning and evening prayers?"

"Repeat the Rule of Prayer as you kneel."

"Our Father,"

Act of Love.

Repeat the Story of Noah.

Exercise.

Dramatize Noah's Ark.

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If there are more than thirty children in the room, let them be spectators. Do not play with too many.

We wish to play Noah and the Ark.

Who could be Noah?

Who could be Noah's wife?

Who could be Noah's three tall sons who helped him build the Ark?

Let us use the chairs for the Ark.

Noah and his three sons may build the Ark. Do not forget the windows and the door.

While the chairs are being placed in a circle to represent the Ark the children may sit upon the floor and choose the animals which they wish to play. Be sure to choose the raven and the dove with very special emphasis.

Let us play that it is raining.

Noah must open the door and drive all the animals in.

When all are in Noah locks the door.

Listen to the thunder and the rain. (Let the assistant play thunder and rain upon the piano.)

The rain had stopped.

Noah must open the window and look out.

Now he may send out the raven to look for land.

The raven flies away but soon returns.

Noah may send out the dove to find land.

She soon returns.

He sends her out again. She brings a leaf in her mouth.

He sends her again.

She flies and remains hidden in some remote corner.

Where is the dove? She has made her nest in a tall tree.

Look out, Noah, and see if the water has dried.

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Now Noah may drive all the animals from the Ark.

This is the first dramatization and the teacher must help considerably. The conversation is given that some idea of the mode of procedure may be obtained.

Occupation.

The "Closing Circle" period may be shortened if it is desirable to lengthen the "Occupation" period.

Finish the Ark.

Show the children how to fold and paste the two middle pieces of the four end squares one upon another and how to paste the remaining pieces to form a house, as described in Chapter IV.

Give them scissors and make the small cuts at the edges. Fold up and paste upon the cardboard.

Have the animals ready to place in the Ark.

Let the children take the models home.

Closing Circle.

BLESSING.

Dismiss.

Remind the children of their prayers.

CHAPTER VI.

*David

Opening Circle.

Music.

Morning Mood—Peer Gynt—*Grieg* (20 Measures), or

Pan—Pastorale—*Godard*, or

Shepherd Boy—*Wilson*.

Stand.

Repeat the Twenty-third Psalm as follows:

"The Lord is my Shepherd;

I shall not want.

He maketh me to lie down in green pastures;

He leadeth me beside the still waters:

He restoreth my soul;

He guideth me in the paths of righteousness for His
Name's Sake.

Yea, though I walk through the valley of the shadow
of death,

I will fear no evil;

For Thou art with me:

Thy rod and Thy staff, they comfort me.

Thou preparest a table before me

In the presence of mine enemies;

Thou hast anointed my head with oil;

My cup runneth over.

Surely goodness and mercy

Shall follow me all the days of my life;

And I will dwell in the house of the Lord

For ever."

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GLORIA.

No explanation of the Psalm need be attempted at present.

Sing, "Onward, Christian Soldiers,"
"Above the Clear Blue Sky."

Dismiss.

Exercise.

Step III. in the Grand March.

Form in a single line behind a "captain."

March around the room and down the center, forming a straight line as AB. (The arrows show the direction of march.)

Let two assistants, or children, stand about six feet from the end of the line, one at the right, one at the left, as CD.

Stand at B.

Show the children that as they march the first child goes to D, the next to C, and so on, forming two lines led by C and D, respectively.

Next, let C and D lead these lines to meet again at A, each child finding a partner in the opposite line.

March forward to position AB.

First Group.

Review the Catechism.

Make inquiries of how the prayers have been remembered.

Say the Rule of Prayer.

“Our Father,”

Act of Love.

Tell the Story of Noah.

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Exercise.

Dramatize the Story of Noah.

Occupation.

Sand Lesson.

Preparation.

Materials—Sand, slightly dampened. Green paper cut into strips for grass. A few sticks and small stones. A box of German toy lambs with a shepherd, which can be obtained at any toy shop at a very low price; or cut from cardboard lambs and a shepherd about four inches high.

Presentation.

It will be best to unite the classes for this lesson.

Place the chairs in a circle around the sand table.

Ask several children at a time to assist in the work.

We wish to make the hills where David kept his sheep.

Why did he take the sheep to the hills?

What grew there?

What did he build to keep them from lions and wolves?

Let two children make a sand hill at each end of the table.

Let others cover the sand with the paper, build the fold, and place the sheep and shepherd. Be sure that each child is allowed to take some part, no matter how insignificant.

Closing Circle.

Sing a hymn.

BLESSING.

Dismiss.

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DAVID.

There once lived a little boy named David, with his father and mother and big brothers, in the town of Bethlehem. The father kept great flocks of sheep, which had to be taken far up the hills that they might eat the short, sweet grass. The big brothers went away to be soldiers for the king, so David was left home alone with his father and mother. He saw his brothers go away, their swords clinking at their sides as they marched down the dusty road, left, right, left, right—and he longed to go with them to help the king drive away the wicked men who had come to seize the land and hurt the people.

David grew into a tall, strong boy, with golden hair and cheeks as red as apples. He was big enough now to take care of his father's sheep alone. Each day he must take them farther up the hills to find new grass. While they eat he must watch that no hungry wolves or lions or bears carry them away for dinner. He must gather sticks and stones to build a fold. Before the dark comes he must call them into the fold and count them, that none may be lost. He must not forget to lock the gate when all are safe inside. Then he may light a bonfire and cook his supper, for he is very hungry. As he eats he can see, far down below, the light in his mother's kitchen and the white smoke curl from the chimney, for she, too, has lit a fire to cook supper.

David thought much about God as he cared for the sheep all alone on the hills. He knew that God made all things, the sun, the moon, the hills, the grass about him. He had no toys, but he had a harp, upon which he could play sweet music. He made some songs about God, which

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he sang and played upon his harp as he sat among the sheep.

After supper he plays very softly a song that the sheep know. They come near him and listen, for they like David's music. Then he plays a sleepy song and they lie down to sleep. David says his prayers, wraps his warm coat about him, and lies near them upon the hard earth. It is very dark and still, but he is not afraid. He knows that God watches him and has sent the holy angels to care for him as he sleeps.

Late one night he awoke. Outside the fold were two terrible big eyes, and something said, "Gr-r-r." It was a lion come to snatch a sheep. David lay very still. He had no sword to cut the lion or no gun to shoot. A lion has strong paws and great, sharp teeth to bite. David was not a very big boy and he was afraid for a moment. He called softly, "O Lord, make haste to help me."

With an ugly sound the lion jumped over the gate and snatched a lamb. Quick as a wink David sprang upon him. With his stick he hit the beast upon the nose, and with his strong hands squeezed the big neck so that the lion was choked and fell over dead. The lamb ran back to its mother crying, "Baa—our David has killed the lion."

David thanked God, saying, "I will give thanks unto Thee, O Lord," and went to sleep.

In the morning he skinned the lion and used the fur for his bed.

CHAPTER VII.

Review

Music.

See Chapter VI.

Sometimes shepherd boys play or whistle music like this to their sheep.

Do you remember the story of the shepherd boy who killed the lion?

What was his name?

Upon what did he play?

The great king was sick. He heard of David and the wonderful harp and sent a man to the hills to bring him. David came and played sweet music to the sick king until he grew strong and well and could help the soldiers fight for their country.

Listen and I will tell you one of David's stories which he sang and played upon his harp.

Stand.

Repeat the 23d Psalm.

Gloria.

Hymns.

Ask children to choose between the hymns learned.

Exercise.

Grand March.

See Chapter VI.

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First Group.

Review Catechism :

Rule of Prayer.

"Our Father."

Act of Love.

Ask individual children to repeat "Our Father."

Try to see that each child learns the prayers.

Ask a child to tell the story of David.

If the children cannot, repeat the story as in Lesson

VI.

Exercise.

Play "Musical Chairs."

Place chairs back to back, one chair less than the number of children.

Seat children in chairs—one child standing.

All stand at a chord struck upon the piano.

March around chairs. When the music stops all be seated. One child will be left out of the game.

Proceed in like manner, taking one chair away at each game until all the children are out.

Occupation.

Drawing.

Preparation.

To each child give one sheet of manila drawing paper, one pencil or colored crayon.

Presentation.

Fold the paper to make a book.

On the first page draw David's hills.

On the second page draw David's sheep.

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On the third page draw David's sheep fold.

On the fourth page draw David's lion.

Do not be surprised at exceedingly crude results.
They are the child's expression and valuable.

Closing Circle.

HYMNS.

BLESSING.

Dismiss.

CHAPTER VIII.

*Review

Music. Chapter I.

If the children are generally familiar with any hymn other than those taught in the previous chapters, take this time to teach it to any who do not know it, using the method given for teaching hymns, as in Chapters, I and III.

Sing hymns.

Stand.

Repeat 23d Psalm.

Gloria.

Exercise.

Grand March.

See Chapter VI.

First Group.

Catechism :

Rule of Prayer.

"Our Father."

"Act of Love."

Ask the children to choose the story.

Be prepared to tell any of the stories previously presented.

Exercise.

Play "Roll the Hoop."

The children should be standing in a very large circle.

Roll an ordinary barrel or old bicycle hoop to a child, he rolling it to some one in turn.

This game may be played with a large ball, the children seated upon the floor.

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Occupation.

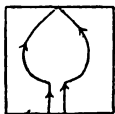
Free-hand cutting.

Preparation.

Prepare many squares of manila paper 2x2 inches.

Seat the children at tables. Pass to each, one square and one pair of scissors.

Cut the objects in the story told—for instance, if the story of Adam and Eve, cut the trees, the apple, the snake, the gates forever closed, the spade which Adam must use, etc.



“Watch me cut the tree under which Eve sat.”

“Can you cut a tree like this?”

Wait until the entire class has finished the first form before passing square for cutting the next form.

“Now let us cut the round apple which the naughty Eve ate,” etc., etc.



APPLE.

Closing Circle.

HYMN.

BLESSING.

Dismiss.

CHAPTER IX.

*Review

Repeat Chapter VIII.

Allow the children to *choose* all *games* and *stories*.

Occupation.

Free bead stringing.

Preparation.

Give to each child one small graniteware pan half filled with assorted wooden beads, one shoe string.

When the string has been filled allow each child to wear his beads tied about his neck until the dismissal.

CHAPTER X.

Beginning of the New Testament

The Annunciation

Music.

Handel's Largo.

Hymns.

Twenty-third Psalm.

Whose story is this? What did he do?

Gloria.

Exercise.

Grand March.

Finish Step III.

March zigzag, etc., the children remaining in couples.

First Group.

Catechism:

Rule of Prayer.

"Our Father."

Act of Love.

Tell the story of the Annunciation.

Exercise.

Play "Spin the Hoop."

Form a circle, standing.

At the center of the circle with a twist of the thumb and finger spin the hoop and call some child's name. He must run forward, catch the hoop before it falls, and in turn spin it, calling some name.

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Occupation.

Mounting a picture of the Madonna.

To each child give one picture (one-half cent size, Perry, Sistine Madonna—*Raphael*).

One piece of card over one inch larger than the picture, paste and brush.

Dictation.

“Turn the picture face downward. Cover the wrong side with paste. Turn over. Place in the center of the card and press lightly with the soft flesh at the side of the hand.”

Allow the children to take the pictures home. Ask them “to tell the story of the Blessed Virgin to their mothers.”

Closing Circle.

THE ANNUNCIATION

Hundreds of years ago, God had promised to send His Son into the world to teach the people how to be good and to save them from their sins. All this long time men and women had waited and watched for Him.

In the city of Nazareth there lived a little girl named Mary. All loved her, for she was both beautiful and good. When a very young child, she had gone to the Church and had promised to be God's child all her life long. She remembered her promise, for as long as she lived she never did anything wicked to make God sorry, and she grew to be the sweetest lady upon earth or in Heaven.

Mary always helped her mother with the work, for they were poor people, and there were many things to be done to keep the home clean and happy for the tired father when

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he came from his work. She could sweep and wash the floor, spread the white cloth and place the dishes upon the table, and do many other useful tasks.

When her work was over, she often sat at the doorway spinning white wool into thread to be woven into cloth for her dresses. All who saw her loved this beautiful maiden with golden hair and sweet face. Each young man in the city wished to make her his wife, but Mary loved Joseph, the carpenter, most dearly because she knew that he served God as did she. So when Joseph came and asked her to go with him, some time, to the house he had built for them to live together, she said, "Yes," and they were betrothed.

One early spring morning, as Mary was saying her prayers, the room was filled with a glorious light, and a voice cried, "Hail, Mary, full of grace, the Lord is with thee." Mary was really frightened, for as she looked, before her stood an angel with great golden wings, a lily in his hand, which he had picked from the garden. "Do not be afraid, Mary, for God loves thee above all women," he said. "Behold, He will send thee a little Baby to take care of, and thou shalt call His name, Jesus. This Baby is the Son of God and when He grows to be a tall man, He will teach the people how to be good and save them from their sins."

Then Mary was filled with joy and wonder, that God should choose her to be the mother of His Blessed Son. She answered the angel, saying: "I will do always as God wills."

The angel flew through the window, into the sky, to Heaven where God lives with the saints and angels.

Mary, left alone, made ready quickly to go to tell her

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holy cousin Elisabeth what the angel had said. As she left her house and passed through the garden, the birds sang their gladdest songs and even the straight white lilies bent their lovely heads to honor her, who is the Mother of God.

CHAPTER XI.

The Nativity

Music.

Handel's *Largo*.

Show the pictures of the angels used in Lesson I.

What do angels do for God? { Praise Him.
Carry His messages.

What are they doing in Heaven?

What was the angel who came to see the Blessed Virgin doing for God?

Let us sing about the angels.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March. Step IV.

Finish Step III. Stand in position A B.

One couple march to right, one couple to left, forming one line of couples at C, one at D.

March to position A B four abreast.

This movement is exactly like step III, the children being in couples instead of single.

First Group.

Catechism :

Q. Who is the Mother of our Lord Jesus Christ?

A. The Blessed Virgin Mary is the mother of Jesus Christ.

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Rule of Prayer.

"Our Father."

Act of Love.

Tell the story of the Nativity.

Exercise.

Skipping Tag.

Occupation.

Build a Nativity group upon the sand table to remain during the work upon the Child Christ.

Preparation.

Use preferably a set containing plaster figures of the Madonna and Child, S. Joseph, the Shepherds and Wise Men, cattle, etc.

If you cannot procure this, paste a picture of the Madonna and Child at the bottom of a large wooden or cardboard box and use to represent the stable.

Presentation.

Seat the children as in Chapter V.

Bank the sand into a large gently sloping hill at one end of the table.

Ask one child to make the road over the hill upon which Mary and Joseph came to Bethlehem.

Arrange a box, covered with sticks to give a rustic effect, for the stable.

Group the figures in a realistic way.

Place the toy lambs and shepherd used in Chapter VI. and the shepherd figures from the set, upon the hill.

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Hang a tinsel star and angels from the ceiling over the stable.

The delight of the children will well reward you for your work in preparation.

Dismiss.

THE NATIVITY.

Said Blessed Mary to Joseph, the carpenter, who loved her, "Take me with thee, to-morrow, when thou goest to Bethlehem. How I should like to see the crowds of people in their bright clothes, the camels, and the horses in the city."

"Thou shouldst be tired to walk so far," answered Joseph. "It makes me sorry that I am too poor to buy a little donkey for thee to ride upon. I dare not take thee at this time, though it would be a joy to look upon thy dear face and to hear thy soft footstep at my side as we go."

"Something tells me that I must go to Bethlehem with thee," pleaded Mary, "I beg of thee, take me."

"If thou think best, thou shalt go," said Joseph. "Be ready to-morrow, very early, and I shall come for thee."

The sun shone hot and bright the next day, when Mary, dressed in her newest blue gown, her soft white veil over her hair, walked with Joseph upon the dusty road to Bethlehem. When they were hungry, they ate their lunch and rested in the shade of a tree. As they walked on, the sun went behind the hills and far away they saw the stone walls from the city, Bethlehem. Later, they met other men and women, some mothers and fathers walking, holding the hands of little black haired children, rich men in silken

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coats, red, blue, and yellow, riding upon camels with jingling silver bells on the harness, others riding upon little saucy donkeys which beat the dust with their tiny hoofs into clouds as they trotted past Mary and Joseph, down the road to Bethlehem.

Then the dark came and far below they could see the city lights. Mary was very tired and found it hard to keep up with Joseph's big steps. A stone in the road bruised her foot and hurt badly, but she did not cry. Joseph brought some cold water and bound his handkerchief over the black and blue spot and Mary walked on bravely. But oh—how tired she grew and her foot pained so that she must go slowly. The people hurried past them and had found places to eat their supper and sleep in the city, so that they were left alone on the dusty road. No rich man would give our dear tired Lady a ride on his camel. No one cared for them, because they were poor.

At last, late, in the dark, Joseph with Mary leaning upon his arm, reached Bethlehem. They came to a large house from whose windows bright lights shone and the noisy laughter of many people sounded. Joseph knocked at the door. A fat, red faced man opened and shouted: "What do you want?"

"This lady and I are very tired, can you give us something to eat and a place to sleep in your hotel?" asked Joseph.

"No, we have no room for you," said the man in a cross voice and slammed the door.

"What shall we do, Joseph?" said Mary, the tears in her eyes.

"Never mind," said Joseph, "we shall find a better place where they have room." So on they went to the next house.

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"Can you give us a bed and supper?" asked Joseph at the door.

"No room, go away from here!" said the ugly black woman who looked out.

On they went, asking at each house, but all were filled with a laughing, careless crowd. At last they came to a lonely house at the very end of the street. Joseph knocked at the door. "I pray thee give us room and something to eat," he cried, to the woman who opened the door. "See, the lady who is with me is tired and you can see that she is ill. Give me some room for her, I beg."

The woman lifted the lamp above her head and looked into the darkness. Mary rested upon the door-step and her sweet eyes were filled with tears.

"I am sorry," said the woman, "we have no room. If you like there is a stable where the cows sleep. You can make a bed in the hay and I will bring some supper for you."

"There we will go," said Joseph, and lifting Mary in his strong arms he carried her to the stable and laid her upon the hay. An old, smoky lantern hung from the roof and gave just enough light to see. Soon the woman came bringing warm soup which Joseph fed to Mary from a great wooden spoon.

Late in the dark, cold night, God sent His Son, a most beautiful little Baby, to Mary in the stable at Bethlehem. Joseph made a tiny bed for Him in the hay and Mary rocked Him to sleep.

The stable was no longer dark, but bright from the light which shone round the little Jesus. The angels flew on their shining wings from Heaven to see the Holy Family and to sing soft songs to the Baby asleep upon the hay.

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A great golden star shone over the stable, but the people in the houses slept. They did not hear the angels' music or see the light. They did not know that God had sent His Blessed Son into the world to teach them how to be good and to save them from their sins. On and on they slept.

CHAPTER XII.

The Adoration of the Shepherds

Music.

One of the selections from Chapter VI.
Teach "Once in Royal David's City." One verse.

Twenty-third Psalm.

Gloria.

Exercise.

Finish Step IV. in the *Grand March*.

First Group.

Catechism.

Be sure that each child hears the new question and answer.

Prayers.

Tell the story of the Shepherds.

Exercise.

Round and Round the Mulberry Bush.

Occupation.

Nativity Poster.

Preparation.

See Chapter XIII for finished description.

Presentation.

"We shall make a picture of the stable at Bethlehem where God sent the Baby Jesus to the Blessed Virgin Mary in the dark night."

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"To-day we can color the sky and the hills.

"Next Sunday we shall paste the stable and the great silver star which showed the shepherds the place."

Place before each child a large sheet of manila drawing paper, one large blue crayon, one large green crayon.

Peel the paper from the sides of the crayons.

BLUE
GREEN

With the whole side of the blue crayon color more than one-half of the paper very dark. The side is used so that the color may be more even and more quickly applied.

Color green the remainder of the paper.

In using crayons or paints for coloring large masses always work from left to right across the paper, never up and down.

Take the children to the sand table.

Play that the shepherds see the star and run down the hill side. Place them before the stable and allow the group to remain for several Sundays.

HYMNS.

BLESSING.

Dismiss.

THE SHEPHERDS.

On the grassy hills near Bethlehem the shepherds watched their sheep all night. They had built a fire, but it had gone out, and they wrapped their coats about them to keep warm, for the air was cold and damp with dew.

"See! Fire! Fire!" shouted one man pointing toward the houses in Bethlehem.

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"Where?" they cried, jumping up. But as they looked the light grew brighter. "That is no fire, it is a big star," said the men. "See, it creeps higher, over the hill it comes."

"How large it grows! Brighter and brighter! We never saw a star like this before."

"Higher it goes and higher! But see, it has stopped just over Bethlehem."

"What can it mean?"

"What is that sound of music—thousands of voices singing. Nearer they come. The sky is filled with a rosy light."

"See—white winged spirits, the angels of God, crowd the air."

"Heaven is opened—Oh—Lord, have mercy upon us," cried the frightened shepherds as they fell down, hiding their faces in the damp grass.

But a sweet voice sang: "Be not afraid, for behold, I bring you good news of great joy."

The shepherds looked up. Above them flew a great bright angel, a white lily in his hand.

"To-night, God has sent His Son into the world to teach men how to be good and to save them from their sins," said the angel. "You will find Him, a beautiful little Baby, lying in the hay in a stable far down in Bethlehem. Go where the star points."

From Heaven thousands of voices sang, "Glory to God in the Highest." With a soft rustling of white wings the angels were gone, the light faded, and the music was lost.

"Hurry, let us go and find the Son of God," shouted the shepherds and ran over the wet fields. Soon they passed the city gate and came to the lonely house at the end of the street. To the stable—they saw the star point-

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ing—through the yard they stumbled, pushed open the door and there, in the lap of the lovely Mary Mother, lay the wonderful, new Baby, and Joseph stood near watching. Angels fluttered about like birds, singing their best songs and scattering the sweetest flowers of Heaven.

The shepherds fell on their knees before the little Jesus. They had found the Son of God.

CHAPTER XIII.

The Flight to Egypt and Return to Nazareth

Music.

Largo—Handel.

Review—"Once in Royal David's City."

Ask individual children to sing alone.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Ask individual children to answer the questions.

Prayers.

Tell the story of the Holy Family.

Exercise.

Drop the Handkerchief.

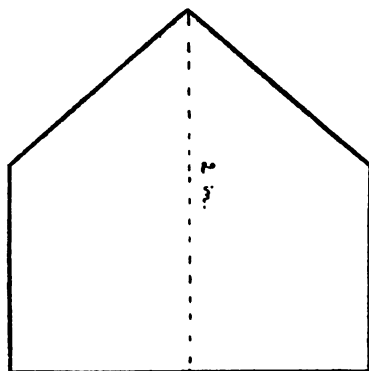
Occupation.

Nativity Poster continued.

Preparation.

Materials.

Stable cut from black squares.



2 in.

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Dennison's gold or silver stars.

Paste.

Presentation.

Paste the stable in the center of the paper colored in Lesson XII.

Paste the star above the stable.

Allow the children to take the finished picture home.

Closing Circle.

HYMNS.

BLESSING.

Dismiss.

THE FLIGHT TO EGYPT.

Three camels came down the street. Upon their humps rode three old wise men. They had seen the great star from their home across the hot sands and had followed to see where it led. They knew that some great king had been born and they had brought presents of perfume in golden boxes to give to Him. Straight through the yard they rode. Now, some of the king's soldiers were standing near. "Whom do you wish to find," they asked politely, because these wise men looked very grand and rich.

"We have come to see a King. We followed the star and it points to the house. Let us go in and see who is there," answered the wise men. "There is no king in that old tumble down house, you must be crazy," said the soldiers. "The king lives in a marble palace, far from here."

"This must be the place where the King is, the star pointed here," answered the wise men, and stooping down they entered the low doorway. When they saw the sweet

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Mother and the Holy Baby, they fell upon their knees and worshipped Him, placing the golden boxes before Him upon the hay, while the angel voices sang, "Glory to God in the Highest."

As soon as the wise men had gone away to their homes across the hot sands, the wicked king sent his soldiers to kill all the little babies in Bethlehem in hopes that the Christ Child might be killed with them.

God sent an angel to tell Joseph to take Mary and her Baby to a far country, quickly before the soldiers came. Joseph brought a donkey for Mary to ride upon and carry Jesus and away they went far up into the hills where the shepherds were, and away where the wicked soldiers couldn't go to cut their heads off with their sharp swords.

When the wicked king was dead, a long time after, Joseph brought Mary and Jesus back to the little house he had built for them in Nazareth. Mary watched and cared for God's little Baby, lovingly. He soon could sit upon the floor and play with the pigeons that hopped through the door to get the crumbs Mary scattered for them. When He could walk, He liked to play in Joseph's carpenter shop, gathering the pieces of wood and filling His hair with the curly shavings. Then He grew into a tall boy and could really help, planing the wood smooth, and hammering nails, and carrying the tall red jars to the well, bringing them home filled with water for His Mother. Sometimes He played in the river with the other boys, sailing boats and wading in up to His knees. In all His work or play, He was never cross, never said bad words, never told a wrong story, always said "Yes, mother," and ran quickly when Mary called and was ever a loving, good, and helpful little Boy.

CHAPTER XIV.

*Picture Study

Music.

Largo—Handel.

Ask individual children to sing alone.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Picture Study.

Purpose—To recall to the child's mind the content of the previous lessons upon the Christ.

Presentation.

Show pictures of the Blessed Virgin.

"Who is this?"

"Why did God give her His Son to care for?"

"Why do we love her?"

Show the picture of the Annunciation.

"Whom do you see in the picture?"

"What is Mary doing?"

"What is the angel saying?"

"Who sent the angel?"

"What other things can angels do for God?"

"What has the angel in his hand?"

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"Where did he get the lily?" etc., etc.
Study as many pictures as time allows.

Exercise.

"Roll the Hoop."

Occupation.

Free hand cutting—"The things in Jesus' house when He was a little Boy"—table, chairs, jars, hammer, nails, saw, etc.

Preparation.

Materials:

Manila paper squares 3x3.

Scissors.

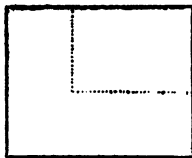
Presentation.

Let us make some of the things in the house where Jesus lived with Mary and Joseph.

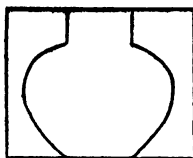
What shall we cut first?



TABLE.



CHAIR.



WATER JAR.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

CHAPTER XV.

The Nativity

Music.

Play any Cradle Song or Lullaby.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Q. When was our Lord Jesus Christ born?

A. Our Lord Jesus Christ was born on Christmas Day.

Prayers.

Tell the Story of the Nativity.

Exercise.

Allow the children to choose a game.

Occupation.

Clay modeling.

Preparation.

Prepare enough clay that each child may have a ball about as large as a small apple. Be sure that you do not mix it too soft.

Presentation.

Place a newspaper upon the table before each child.

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Cut the portions from the mass of clay with a large spoon.

Allow the children to make anything they wish.

Closing Circle.

Hymns.

Enquire how the prayers have been said, and if the children tell the stories at home.

BLESSING.

Dismiss.

CHAPTER XVI.

Review

Music.

Lullaby.

Hymns.

Twenty-third Psalm.

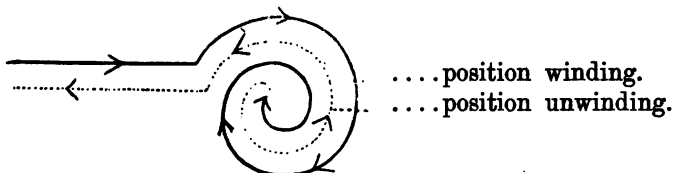
Gloria.

Exercise.

Grand March—Variation I.

After the children have formed a single line preparatory to Step I., ask them to join hands and to “hold tightly,” that they are going to march “like a snake.”

March in a spiral, then turn and unwind.



First Group.

Catechism.

Prayers.

What story about the Lord Jesus and His Blessed Mother shall we tell?

Allow the children to tell the story if they can.

Exercise.

Skipping tag.

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Occupation.

Bead stringing.

Hymns.

BLESSING.

Dismiss.

CHAPTER XVII.

*Review

Music.

Lullaby.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Variation I.

First Group.

Catechism.

Prayers.

Ask the children to tell the Story of the Nativity, the Shepherds, etc.

Exercise.

"Pussy wants a chair."

Place the children in a circle, seated upon chairs.

Let one child stand in the center.

At a chord struck upon the piano all change chairs, the child in the center trying to get a chair, and thus having one without a chair to stand in the center.

Occupation.

Clay modeling.

Suggest that the children model first a ball, then an apple or a cup.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

CHAPTER XVIII.

The Preparation for the Ministry of Christ

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Through step IV.

First Group.

Catechism.

Prayers.

Story—The Baptism and Temptation of Jesus.

Exercise.

Musical chairs.

Occupation.

Picture Cards.

Preparation.

Materials:

The picture cards are to kept by the teacher. The pictures of the subjects in review may be pasted upon them from time to time, thus forming a collection of the material taught, and when taken home at the end of the year giving the parents an index of the year's work.

Dark grey or brown cards, size not smaller than 8x8 in. Small $\frac{1}{4}$ -cent size Perry Picture or pictures cut from maga-

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zines, subjects, The Blessed Virgin, The Annunciation, The Nativity.

Presentation.

Place before each child, a card, a picture, paste, and brush.

Paste the picture neatly in one corner about one-half inch from the edge. Show the children just where to place it.

Paste the other pictures in order near the first.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

THE BEGINNING OF THE MINISTRY OF CHRIST.

THE BAPTISM. THE TEMPTATION.

Did you ever go to church and see a mother and father bring their baby, dressed up in a long dress, all lace and ribbons, to be baptized?

The people stand near and the priest takes the baby in his arms. He pours water upon its head and says, "I baptize thee in the Name of the Father, the Son, and the Holy Ghost." Then the baby is baptized and the priest gives it back to its mother. All children should be baptized, because in this way they are made children of God. It is easier to be good if you are baptized and belong to God than if you have not been baptized. This is a very wonderful thing, but it is true.

So the first thing Jesus did, when He had grown to be a man, to teach us how to be good, was to be baptized Himself. Not that He, the Son of God, needed to be made good,

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for He was already most holy, but He wished to show us just what to do to be really good like Him. Jesus went down to the river and waded far in. As a man, named John, poured water over Him, people standing near saw a beautiful white dove fly down from heaven and light upon Jesus' head. God's voice like thunder was heard saying, "Thou art My dear Son, I am well pleased with Thee."

After Jesus was baptized, He went away from the people to pray alone in a place full of dark rocks and ugly stones. The wicked Satan was angry because Jesus had been baptized and was always so perfectly good and holy. He followed Him to try his best to make the Son of God sin. He crept up and whispered horrid, mean things to Jesus; then he tried to pay Him to sin by promising Him great lots of money. He carried Jesus up to the top of a tall church and said, "Now let us see if you can jump down." But try as hard as he could, he could not make the Blessed Son of God do one wicked thing. After Satan had done as much as he dared to hurt Him and try to make Him sin, he left our dear Lord alone.

CHAPTER XIX.

The Disciples

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Through step IV.

First Group.

Catechism.

Prayers.

Story—The Disciples.

Exercise.

Drop the Handkerchief.

Occupation.

Paste pictures upon the cards—See Chapter XVIII.

Subjects—Flight into Egypt; The Home at Nazareth;
Head of Christ.—*Hofmann*.

Closing Circle.

Dismiss.

THE DISCIPLES.

The Lord Jesus was walking along the sandy shore of the Sea of Galilee. Not far out He could see two men in

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a boat. They had a net which they threw into the water and pulled up full of flopping silver fishes. One of the men had grey hair, his name was Peter. The other man, with black hair was his brother Andrew. They were fishermen.

Jesus called, "Come here, I would speak to you." The men looked up surprised to see the tall stranger standing in the sunlight upon the sandy beach. They took up their oars and with a few strong pulls the boat touched the sand and they jumped out.

Jesus smiled. Never before had any one looked at these two poor old fishermen so kindly. Never before had they seen eyes so full of love and light.

Jesus said, "Come with Me." Oh, to hear our dear Lord's voice! To Peter and Andrew it seemed like beautiful and strange music.

They fell at His Sacred Feet, crying, "Lord, we will go with Thee to the end of the earth." They left their boats, their nets, and their fish and went with Jesus. As they walked He told them wonderful stories. How they loved Him!

They had not gone far when they saw two other fishermen sitting on the rocks mending their nets. These were the brothers James and John. Jesus called them, and when they heard that sweet voice and saw those gentle, kind eyes smiling to them, they loved Him and went with Him to be His best friends, His disciples.

This was the S. John whom Jesus loved more than any of His disciples and to whom He told the glorious stories of Heaven and the angels.

As they went, Jesus called other men, who followed Him as S. Peter and S. Andrew, S. James and S. John

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had. There were twelve men whom Jesus called to be His best disciples. These are their names: S. Peter, S. Andrew, two named S. James, S. John, S. Philip, S. Bartholomew, S. Matthew, S. Thomas, two named Judas, and S. Simon. Do you know any one who is named after one of these disciples of our Lord?

CHAPTER XX.

The Marriage at Cana

Music.

Wedding March—*Mendelssohn*.

Sing "Jesus, Tender Shepherd, hear me" to the children.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

March—Follow the Leader.

March in a straight line, place tables in the way and crawl over them, chairs to be stepped upon, walk in unusual places, clap hands, etc.

First Group.

Catechism.

Q. Why did our Lord Jesus Christ come into the world?

A. Our Lord Jesus Christ came into the world to teach us how to be good and to save us from our sins.

Prayers.

Story—The Marriage at Cana.

Exercise.

"Pussy wants a chair."

Occupation.

Model in clay the six water jars used at the marriage feast.

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Preparation.

Prepare a finished model for the children to see.

[Suitable models may be purchased from the Sunday School Commission, New York.]

Presentation.

Call attention to the shape. Take a piece of clay in your hands and show the children how you made the model.

Give each child a piece of clay not larger than an apple from which he may model *one* jar. Select the six best modeled jars from the class to be dried and painted.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

THE MARRIAGE AT CANA.

Jesus, His Mother, and His Disciples were invited to a wedding party. In that far country, so long ago, the people had parties much as we have now. There were music and dancing and long tables loaded with cakes and all sorts of sweet things to eat. The servants moved quickly here and there, serving the guests and filling their glasses with wine from the tall red and yellow jars which stood near. There were pretty ladies dressed in silken gowns, tiny embroidered slippers upon their feet, gold bracelets upon their arms, and jewels gleaming in their black hair. But of all these ladies, our own dear Lady, the Mother of Jesus, in her simple blue gown and her soft white veil, was the most lovely. Jesus thought, too, that His Mother was truly

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most blessed among women, as He found a place for Her at the table and seated Himself near, that He might care for Her. Our Lord was always most gentle and courteous to His Mother and to all women.

The guests laughed and talked gaily. The servants passed in and out between the tables filling and refilling the glasses with wine. There were so many people at the party that in a few minutes they had drunk all the wine. "The wine bottles are empty, what shall we do?" said the servants, and going to the master they whispered, "There is no wine." The master felt very sorry, because he was not rich and he had no money to buy more wine for the party. The guests were thirsty and he was ashamed that he had nothing for them to drink. "Now the dinner will be spoiled," he thought sadly.

Mary saw that there was no wine and pitied the poor man. She leaned over and whispered in Jesus' ear, "They have no wine." Jesus answered, "Yes, I have noticed. Wait a moment and I shall help them." He called the servants and said in a low voice, "Fill the six tall red and yellow jars with water." The servants brought water from the well and filled the six jars to the top.

Jesus passed His Hand lightly over the water. "Now pour it into the people's glasses," said He.

The servants wondered, but as they filled the glasses they saw that they no longer poured water but red wine. Jesus had turned the water into wine.

"Um—m," said the guests, "what good wine this is. Wonder where the master bought it. This is better than the first wine they passed."

The disciples knew Who made the good wine and the servants who filled the six tall red and yellow jars with

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water knew, but none of the other people could find out how that wine came.

The disciples, who loved Jesus, thought, "What a wonderful man He is. Never before have we known one who could turn water into wine."

CHAPTER XXI.

The Marriage at Cana

Music.

Wedding March—*Mendelssohn*.

Sing "Jesus, Tender Shepherd," to the children.

"Is this a night hymn or a morning hymn?"

"How can you tell?"

Show the picture of the Good Shepherd.

"What has He in His arms?"

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Step IV.

First Group.

Catechism.

Prayers.

Begin to teach the Divine Praises.

Ask the children to say *after* you not *with* you each of the following sentences as

I.

Teacher.—Blessed be God.

Children.—Blessed be God.

II.

Teacher.—Blessed be His Holy Name.

Children.—Blessed be His Holy Name.

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III.

Blessed be Jesus Christ, true God and true Man.

IV.

Blessed be the Name of Jesus.

V.

Blessed be the Holy Ghost the Comforter.

VI.

Blessed be God in His Angels and in His Saints.

Repeat the story of the Marriage at Cana.

Show the pictures of Jesus Teaching, Jesus Healing the Sick, and Suffer Little Children.

EXERCISE.

General Rhythms.

Run, skip, jump, hop, etc., around the room in imitation of some chosen leader.

Occupation.

Paint the water jars.

Allow the brightest children to paint the jars, some red, some yellow, as in the story.

Preparation.

Mix water-color paint, *very strong*, for the children to use.

Make the lesson very informal. The children who are not working may watch.

Closing Circle.

Sing "Jesus, Tender Shepherd."

BLESSING.

Dismiss.

CHAPTER XXII.

*Picture Study

Music.

Largo—Handel.

Show the picture of the Good Shepherd.

“Let us sing about this picture.”

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

March—Follow the Leader—allow one of the children to lead.

First Group.

Catechism.

Prayers.

Ask the children to bring their prayer books so that you can write the new prayers for them.

Picture Game.

Show pictures of (1) Singing Angels, (2) Annunciation, (3) Shepherds, (4) Flight into Egypt.

Study each as follows:

What are the angels doing?

To whom are they speaking?

Annunciation—Can Mary see the angel?

Flight to Egypt—Can Mary and Joseph see the angels?

Place in order side by side upon the floor so that the children can see them.

Draw attention to the order in which they are placed.

Ask each child in turn to close his eyes.

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Take one picture away and ask him to look at those remaining and name the one missing.

Change the order of the pictures while a child closes his eyes and allow him to replace them in the original positions.

Exercise.

Roll the Ball.

Occupation.

Bead stringing—Design I.

String one colored bead and one white bead alternately until the string is filled.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

CHAPTER XXIII.

Jairus' Daughter

Music.

Spring Song—*Mendelssohn*.

Ask individual children to sing alone.

Twenty-third Psalm.

Gloria.

Exercise.

General rhythm—skip, run, etc.

First Group.

Catechism.

Prayers.

Tell the story of Jairus' Daughter.

Exercise.

Mulberry Bush.

Occupation.

Drawing.

Draw the story of Jairus' daughter—the house, the little girl's bed, the bowl of bread and milk.

Closing Circle.

Dismiss.

JAIRUS' DAUGHTER.

A little girl was very sick. The doctor came and gave her medicine, but it did not make her well. She lay on her little bed very white and still. Her mother sat near crying because she was afraid that her little girl would never run

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about and play again. The father walked up and down, up and down. He feared, also, that his dear little daughter would die and they could do nothing to make her well.

"Go and bring Jesus," said the mother, "He will help us, He always helps everybody." "That I will do quickly," said the father, and he went out into the street. "Have you seen Jesus?" he asked of a little boy. "There He is, down the road with some men. You can see the people waiting for Him to talk to them," answered the child.

Jesus was teaching a great crowd as the father found Him. Pushing his way among the people, he threw himself at our Lord's feet, crying, "My little girl is sick, she will die if you do not help her. Come to her, Lord, I beg Thee."

"Do not be afraid," Jesus said kindly, "I will go and help her."

The crowd did not wish Jesus to leave them. They loved to look into His Face and hear His voice as He taught them. They followed, pushing and jostling to be nearest Him.

As they walked, a servant from the father's house came running up and said, "You need not bring Jesus; your little girl is dead." Jesus answered, "Do not be afraid. I can help her."

When they reached the house, they could hear the sound of crying, inside. The father took Jesus straight to see the little girl. There she lay very still in the darkened room. The mother was crying and all the servants and neighbors stood about howling and making a horrid noise.

Jesus did not like the loud crying and shrieking of the women. He said to them, Why are you making such a

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dreadful noise? The little girl is not dead, she is sleeping. Go out of this room, every one of you."

When Jesus had put all the noisy women out of the house, He called the father and mother, S. Peter, S. James, and S. John also, into the room and closed the door. In His own warm, loving Hand He held the cold hand of the little still girl for a moment. Then He called to her softly, saying, "Come, little girl, rise from thy bed."

The little girl, from far away, heard the voice of Jesus.

The pink came back into her white cheeks, and as her eyes opened she looked straight into the face of our dear Lord as He smiled at her. In a moment she jumped out of bed and ran to her mother quite well and strong, saying, "I'm hungry."

Jesus said, "Yes, the child is hungry. Give her something to eat."

The father ran out of the room and soon returned with a bowl of bread and milk which he fed to his little girl sitting in her mother's lap, laughing and talking as she had done before she was sick.

Jesus called S. Peter, S. James, and S. John and softly they went away, leaving the father and mother with their little girl, alive and well; the happiest people in the world.

CHAPTER XXIV.

*Review—Jairus' Daughter

Music.

Spring Song—*Mendelssohn*.

Sing to the children, "Now the day is over"—six verses.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

General rhythm—skip, run, etc.

First Group.

Catechism.

Prayers.

Show the children where you have written the "new prayers" in their books.

Try to have the children tell the story of Jairus' Daughter.

Exercise.

Guessing Game—Play like "Philadelphia"—all be seated upon the floor.

Choose several children to leave the room with a teacher and to agree upon some movement imitative of a common act or occupation. Let them come to the center of the circle and silently act as agreed.

The children in the circle may guess this occupation.

For example, the occupation agreed upon may be sweeping. The children go to the center of the circle and pretend to sweep as in Mulberry Bush. Driving a horse, ham-

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hammering nails, climbing stairs, lighting the lamp, etc., are commonly suggested by children in playing this game.

Occupation.

Paste the picture of Jairus' daughter upon the card.

Closing Circle.

Hymns.

BLESSING.

Dismiss.

CHAPTER XXV.

Mary and Martha

Music.

Nocturne—*Chopin*. Opus 37, No. 1, 41 measures

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Variation I.

First Group.

Catechism.

Prayers.

Story—Mary and Martha.

Exercise.

Play Guessing Game—Chapter XXIV.

Occupation.

Clay model—Martha's dishes, cups, plates, jugs, etc.

Presentation.

Let each child break a small portion from the mass of clay given him and roll it into a ball. A plate is made by pressing upon and flattening this soft ball. Press the finger into a ball, shape round and pinch out the handle for a cup. Jugs, pots, etc., are made similarly.

It will be well if you work with the children to show them the best methods.

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MARTHA AND MARY.

A lady named Martha with her sister Mary and their brother Lazarus lived in the old stone house with the fence around the garden at the top of the hill. These people were special friends of Jesus. He liked to go to their house, and very often He stayed for dinner.

When Martha saw our Lord coming up the hill, she flew about dusting the chairs with her apron, lighting the kitchen fire, and calling to Mary to spread the finest cloth upon the table and to bring the best dishes from the cupboard.

Mary had run to meet Jesus. She was glad to see Him and as she walked at His side she told Him all that had happened since He last came to their home, that the sick baby was quite well again, that the old mother cat had five beautiful black kittens with eyes tightly closed, and how she had torn her Sunday dress on a pricker bush. Taking Him by the hand she led Him to the large chair near the window and sat at His feet. She loved to look into His Face and to hear Him tell wonderful stories of God in Heaven and His holy angels.

Martha didn't care about stories. She was too busy fussing in the kitchen, loudly stirring something in a big blue bowl. She didn't run to meet Jesus.

For Martha was the best cook in the whole town. She knew that no other lady could bake such beautiful brown cakes or churn such sweet butter. So Martha was rushing about trying to see how many little cakes, strange meats, and funny sweet things she could cook, and getting very tired and hot and cross. She didn't care to talk to Jesus or to listen to Him tell stories. She was too busy.

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All Martha's fussing did not please Jesus. He didn't need so many things to eat and He did wish that she would come to talk to Him.

Soon Martha came to the door with her sleeves rolled up, a large apron covering her dress, and her face very hot and red. Seeing Mary sitting at Jesus' feet, she said crossly, "There is that lazy girl sitting, while I work. Why does she not help me?" "Martha, Martha," said Jesus in His quiet voice, "you must not be bothered about so many little things. I do not need so much. It would please Me better if you would come to talk to Me for a while. You do not need to call Mary away."

Martha placed the dishes and food upon the table quietly. The brother Lazarus came home from work. Jesus prayed for a blessing and they ate their dinner.

When they had finished they sat in the dark and Jesus talked to them of wonderful things. Soon the moon, nearly round, shone through the open window, upon Jesus and Martha, Mary, and the brother Lazarus, the very same moon that shines upon us if we look out of the window to-night.

Late in the evening Jesus went away, down the hill and through the fields to the place where His disciples were waiting in the dark for Him.

CHAPTER XXVI.

Pre-Crucifixion

Music.

Nocturne—*Chopin*. Opus 37, No. 1, 41 measures.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Story—Pre-Crucifixion.

Exercise.

Play Mulberry Bush.

Occupation.

Paste the picture of Mary and Martha (*Hofmann*) upon card.

Closing Circle.

Dismiss.

BEFORE THE CRUCIFIXION.

Every day Jesus taught the people in the Temple. He knew that wicked men were waiting to catch Him and carry Him away to prison to kill Him, but they were afraid of the crowd who loved our Lord and stayed near

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Him. "If we could only catch Him alone, at night, whispered these bad men, "then we could easily drag Him away and nobody could help Him."

On Thursday evening Jesus ate supper with His twelve disciples, for the last time. As they sat at table, He took a piece of bread and broke it into small pieces. He gave one piece to each disciple and said, "Take, eat, this is My Body." Then He took a cup full of wine and gave each one a drink, saying, "Drink ye all of this, for this is My Blood."

One of the disciples, named Judas, was a wicked man. He sneaked away from the table and ran as fast as he could to find those who were hunting for Jesus to kill Him. "Give me thirty pieces of silver money, and I will show you where Jesus is alone," said this terrible disciple. They gave him the silver money and Judas dropped it into his bag. "Come with me, bringing swords and lights. The Man whom I shall kiss is Jesus. Seize Him and carry Him away quickly," said Judas.

Our Lord still sat at the table with His disciples. "I am going away," He said.

S. Peter sprang from his chair and ran over to Jesus. "Where are You going?" he asked.

"Where I am going you cannot follow now, but you shall follow afterwards," answered Jesus.

"Why can't I go with you?" asked S. Peter, "I would die for You, Lord."

Jesus answered, "Will you die for Me? No, before the cock crows, to-morrow morning, you will have lied, saying that you never knew Me, three times."

The disciples looked at each other with frightened

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looks. They did not understand all that Jesus meant, but they knew that something dreadful would happen soon.

They rose from the table and went to a garden where our Lord loved to go.

. Jesus said, "Kneel down and pray." He, too, knelt, and as He prayed great drops of blood, like sweat, came from His Face, and fell down wet and red upon His white shirt and even upon the ground.

When Jesus had finished His prayer, He turned and saw His foolish disciples, fast asleep. He called to them, and as they awoke they could see lights coming in and out among the trees.

"Let us run, oh, where shall we hide?" whispered the disciples.

"Stay here," said Jesus, quietly.

The wicked Judas was bringing the men carrying lanterns and swords, to find Jesus. Their lights shone through the darkness and soon they saw our Lord standing and talking to the frightened disciples. Judas ran forward, threw his arms about Jesus and kissed Him. The disciples tried to fight the wicked men, and S. Peter cut a man's ear off with a sword. But Jesus touched the hurt and healed it. They beat the disciples back and carried Jesus away to lock Him up in a house.

Some of the disciples ran away frightened to hide in the bushes, but S. Peter followed to see where the men were taking Jesus.

When they had walked a long way they came to a large house; S. Peter followed and managed to slip through the iron gate in the high stone wall, into the yard, just in time to see them take Jesus into the house.

A fire was in the yard and S. Peter went forward to

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warm himself. Some soldiers were lying near, singing loudly and drinking wine. S. Peter sat down and talked to the men. A pretty servant girl came from the house to bring more wine. She saw S. Peter sitting near the fire and said, "Why, you are one of Jesus' disciples."

"I never saw the man in my life," lied S. Peter.

The girl laughed and ran into the house.

"Who are you?" asked a soldier, "I am sure that you were with Jesus in the garden."

"I do not know Him," lied S. Peter, the second time.

For an hour they sat by the fire, drinking. Again a soldier said to S. Peter, "I know that you are one of Jesus' disciples."

"I am not," lied S. Peter the third time.

It was very early morning. Out in the barn the chickens were waking and rustling their wings. A cock crew, "Cock-a-doodle doo."

The soldiers were leading Jesus away from the house. He turned and looked at S. Peter, with His kind eyes very sorry. S. Peter remembered what his Lord had said as they sat at supper. He went out of the yard, crying bitterly because he had grieved the loving heart of Jesus by his wicked lies.

The soldiers that held Jesus struck Him in the face and mocked Him. They tied a cloth over His eyes and beat Him and spat upon Him. Then they locked Him in a cold, dark room.

All this hurting Jesus suffered to make us sorry and to save us from our sins.

CHAPTER XXVII.

Crucifixion and Resurrection

Music.

Funeral March—*Chopin or Mendelssohn.*

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Omit Catechism.

Prayers.

Story—Crucifixion and Resurrection.

Exercise.

General rhythms—March, skip, run, etc.

Occupation.

Bead stringing—design No. I.

Closing Circle.

Dismiss.

THE CRUCIFIXION AND RESURRECTION.

Soon the soldiers led Jesus to another great stone house. There in a shining marble room, upon a throne, sat the judge, Pilate.

When Pilate saw Jesus, so great and good and beauti-

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ful, being led by the soldiers, he said to himself, This is a good man.

Then in a big voice he shouted, "Why are you bringing that man here?"

The soldiers answered, "He is bad."

"What has He done?" asked Pilate.

"He stirs up the people," yelled the wicked men in the crowd, shaking their fists at Jesus.

Then Pilate talked to Jesus for a few minutes. When he had finished, he said to the crowd, "This man is good. He has never harmed you in His life but always helped you."

But at this the crowd shouted, "He is a wicked man," and shook their fists and spat, in their madness.

Pilate was afraid of the crowd. He told the soldiers to take Jesus away, as the crowd wished, and scourge Him.

They tied our Lord to a post and whipped Him with ropes until His body was sore and the blood ran down. Then they made a crown of thorns which they pressed down upon His head. They also put a purple robe upon Him and cried laughing and pointing their dirty fingers, "See, the king of the Jews!" But Jesus stood patiently, never crying out nor saying a word when they hurt Him so dreadfully.

After all this, the soldiers led Him again before Pilate and the crowd of wicked people.

"Behold the Man, I find no fault in Him," said Pilate. But the people yelled and screamed, "Crucify Him, Crucify Him!" stamping their feet and roaring like wild animals.

Pilate was afraid of the people, so he said, "Take Him, then, and crucify Him."

The soldiers led Jesus to the street. The crowd fo!

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lowed, screaming wicked words, spitting at and striking our gentle Lord with their hands. They brought a heavy cross made of wood and gave it to Jesus to carry up the hill. Once He fell and could not rise, so a good man named Simon came and helped Him with His great load.

When they reached the top of the hill, the soldiers laid Jesus upon the cross, and hammered great nails through His hands and feet. They dug a deep hole and lifted the cross into it so that it stood up with Jesus hanging upon it by the nails through His hands and feet.

They crucified two robbers and stood the crosses beside Jesus. The wicked men yelled and swore as the nails hurt them. Jesus never cried out with all the awful pain, but only prayed to God, "Father, forgive them, for they know not what they do."

Jesus' mother, the Blessed Virgin Mary, S. John, the disciple whom Jesus loved best of all the disciples, and Mary and Martha, had followed Jesus all the way up the hill, but they could not help Him.

When Jesus saw His mother standing near, crying, He told S. John to take her home. Even when He was hurt so badly, our Lord thought of His mother.

The sun blazed down hot upon Jesus' head and bruised and bleeding body as He hung upon the cross. He felt burning with a terrible pain and fever and sickness. After He had hung, suffering for three long hours, He died. Then a soldier came and pierced a great hole in His side with a sharp spear.

God was angry at the people for killing His dear Son whom He had sent to teach us how to be good. He covered the sun so that all was black darkness and He caused the earth to open in great cracks from which fire poured with

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terrible roarings, and the wild beasts howled, the birds flew squawking to their nests and tucked their heads under their wings, and all the people rushed home frightened to hide in their closets. "Surely this Jesus was God's Son," they cried, shivering in the dark.

At evening, a rich man named Joseph came with some men to help him and together they drew the sharp nails from Jesus' hands and feet and took Him carefully down from the cross. They wrapped Him in a sheet and carried Him to Joseph's garden. There in a room cut deep in the stone, called a sepulchre, they laid Him and rolled a great rock against the door. Soldiers came and stood leaning on their spears near the door to keep any person from stealing Jesus' body.

The wicked men thought that they could kill forever the Son of God, our Lord Jesus, but, of course, they could do no such thing. They could whip Him, crown Him with sharp thorns, spit at Him, and nail Him to a cross where He truly died but not to remain dead. They could wind white sheets about Him and lay Him in a cold, rocky sepulchre, but He must surely come to life, for He is God.

All Friday night, all Saturday, all Saturday night, the soldiers stood, their spears in their hands, at the door of the sepulchre in Joseph's garden. Early Easter morning the soldiers fell asleep.

Through the air came sweet, glad music. The stone over the door of the sepulchre moved softly away. Jesus, living, beautiful, as before, shining like the sun, came forth and walked through Joseph's garden, as the birds in the tree tops were singing their first songs to Him, so early Easter morning.

Mary, not the Blessed mother of our Lord, but another

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who loved Him, came very early bringing flowers and perfumes to place in the sepulchre. She was weeping, her eyes were red and swollen with tears, for she loved Jesus and thought Him lying cold and dead in the dark, and said that she would never again see Him or hear His dear voice speaking to her. When she came to the door and saw the stone rolled away, she was frightened. She ran down the road and met S. Peter and S. John. "They have taken our Lord out of the sepulchre," she cried, "and I know not where they have taken Him."

S. John ran and looked into the sepulchre. There he saw the place where Jesus had lain. S. Peter came, and going inside saw the sheet folded neatly and the napkin lying near. The disciples thought that someone had stolen our Lord. They did not know what to do and so went home.

But Mary stood still at the door of the sepulchre, crying. As she wept, she looked into the dark and saw two angels in white sitting where Jesus' body had lain, one at the head and the other at the feet. They said to her, "Woman, why are you weeping?" She answered, "Because they have taken away my Lord and I know not where they have laid Him."

Someone came near her from the garden. "Woman, why weepest thou? Whom seekest thou?" said a Voice. Mary, supposing Him to be the gardener, said, still crying, the tears filling her eyes and running down her face, "Sir, if thou hast taken Him away, tell me where thou hast laid Him."

"Mary," He said. Then she knew that Voice. She turned and sprang to meet Him. It was Jesus, alive and well.

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"Go," He said, "and tell My disciples that you have seen Me alive."

And so our Lord Jesus Christ rose from the dead very early Easter morning.

CHAPTER XXVIII.

Picture Study—The Passion and Resurrection

Music.

Nocturne—*Chopin*. Opus 37, No. 1.

Hymns.

Sing to the Children "There is a green hill far away."

Twenty-third Psalm.

Gloria.

Exercise.

General rhythms—run, skip, etc.

First Group.

Catechism.

Q. How did our Lord Jesus Christ die?

A. Our Lord Jesus Christ died on the cross with nails in His hands and feet.

Prayers.

PICTURE STUDY.

Ask the children to tell the meaning of each picture, Gethsemane, *Ecce Homo* (crowning with thorns), Crucifixion, Descent from the Cross, the Three Marys, the Resurrection.

Exercise.

Musical chairs.

Occupation.

Water Color Painting—The Green Hill.

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Preparation.

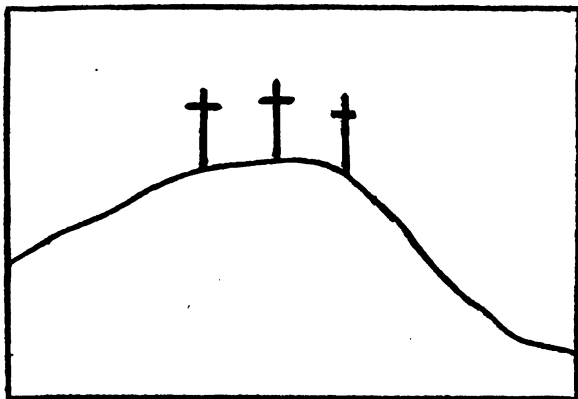
Materials:

Mix blue paint (for sky) in water—amount sufficient for the class.

Large manila paper—10x12, and brushes.

Prepare a painting to be shown to the class as a sample.

Paint the whole paper blue. Mix a little yellow paint with the blue for the green hill. Paint a hill as shown in the diagram.



Draw the three crosses with black crayon.

Presentation.

Pass paper, blue paint in individual dish, and brush to each child.

Paint the whole paper blue.

Do not allow the children to rub up, down, and across

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with the brushes. Show them how to paint evenly straight across the paper from left to right.

Finish the painting the following lesson.

Allow the blue paint to dry before collecting the papers. Do not forget to write the name of the owner upon each painting.

Closing Circle.

Dismiss.

CHAPTER XXIX.

*Picture Study—The Passion and Resurrection

Music.

Nocturne—*Chopin*. Opus 37, No. 1.

Hymns.

Teach—"There is a green hill far away" (two verses).

Where was our dear Lord crucified?

Why did He die?—To save us from our sins.

Twenty-third Psalm.

Gloria.

Exercise.

General rhythms.

First Group.

Catechism.

Prayers.

PICTURE STUDY.

Repeat Chapter XXVIII.

Exercise.

Skiping tag.

Occupation.

Finish Water Color Painting—The Green Hill

Preparation.

Mix very strong green paint.

Brushes.

Black crayons.

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Presentation.

Paint the hill and draw the crosses before the children,
that they may know the exact method.

Closing Circle.

Dismiss.



CHAPTER XXX.

***Jesus, after the Resurrection**

Music.

Spring Song—*Mendelssohn*.

Hymns.

Sing to the children "Jesus Christ is risen to-day.
Alleluia!"—112.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Q. Why did our Lord Jesus Christ die?

A. Our Lord Jesus Christ died to save us from our sins.

Prayers.

Story—The Appearances to the Disciples.

Exercise.

Drop the Handkerchief.

Occupation.

Paste pictures of the Crucifixion and Resurrection
upon card.

Closing Circle.

Dismiss.

THE APPEARANCE TO THE DISCIPLES.

When the disciples took Jesus down from the cross
and carried Him, very white and still and cold, and laid

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Him on the stone bed in the dark rock sepulchre, they knew that He was dead. When they rolled the great stone into the doorway they thought that they could never see their dear Lord again. They went to a house where some of them lived, locked the doors and windows, and made no noise. They were afraid that wicked men would find them and kill them as they did the Lord Jesus.

They were very sad. They did not talk at all but kept very still in the shadows, for they had only a little light. Some said prayers, some cried. They ate no breakfast, no dinner, nothing.

When the night came, Mary, the Mother of Jesus, said, "It is time that I cook supper, for you will be sick if you do not eat. Let some brave one go out of doors to buy bread." So the disciple Thomas took money, unlocked the door, and went into the dark street.

The light burned low on the table. The disciples waited long in the shadow for Thomas to come back. They began to fear that he had been caught and killed by the wicked men.

Suddenly a brightness shone in the room and a voice said, "Peace be unto you." It was Jesus.

The disciples could not believe that their Lord had come back to them, when they had surely seen Him cold and dead, lying in the sepulchre and a great stone over the door. They were frightened. They thought that they were dreaming. The doors and windows had not been opened. But Jesus went near them and said, "See the holes in My hands and My feet where the nails hurt. See, the cut in My side where the soldiers drove the spear. It is I, not dead, but alive."

Then He breathed on each of the men and said, "Go

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and teach the people to be good, as I have taught you"—and He was gone.

The disciples were too astonished to talk about this wonderful thing. Soon Thomas came. "What is the matter?" said he; "why do you stare and behave so queerly?"

"We have seen the Lord Jesus. He came to us in this room and did not open the doors or windows to get in. We saw His sore hands and feet and the great hole in His side. He talked to us and breathed on us. We felt His breath on our faces," answered the disciples.

"You have been dreaming," said Thomas. "Jesus is dead on the stone bed in the sepulchre where we left Him. Eat your supper and you will not have such crazy notions."

"We saw Him, truly. He is alive," said the disciples.

"Well," answered Thomas, "I didn't see Him and if I did think I saw Him I would not believe it unless I put my finger into the holes in His hands and feet and my hand into the hole in His side. Don't talk to me about such foolish things. Eat your supper."

But the disciples could eat no supper. "We saw our dear Lord. He came to us through locked doors and windows. He is not dead, but living," they said, over and over.

Eight days and nights passed and the disciples looked for Jesus but could not find Him. They knew that He was alive and would come again. Thomas laughed at them and called them "dreamers."

One night the disciples sat together at supper. The doors and windows were locked. As they talked, there stood Jesus. He went straight to Thomas. "Reach thy finger and see My hands, and reach thy hand and put it

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into My side, and be not foolish but believe that your Lord is alive."

Then the bold Thomas really felt the holes in the Lord's flesh and knew that it was a living Jesus. He fell down upon the floor crying, "My Lord and my God."

Jesus talked to the disciples for a long time. They looked again to see Him and He was gone. But they were happy even though they could not understand. They knew that Jesus was alive.

Such wonderful acts did Jesus because He is God's Son come down from heaven to this world to teach us how to be good and to make us sorry for our sins.

CHAPTER XXXI.

The Ascension

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Story—The Ascension.

Exercise.

Roll the Hoop.

Occupation.

Bead stringing—design No. 2.

String alternately one bead each of harmonizing colors,
as red and blue, yellow and orange, etc.

Closing Circle.

Dismiss.

THE ASCENSION.

Our Lord lived upon earth forty days after He rose from the sepulchre very early Easter morning. Then He went back to God, His Father, in Heaven.

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One morning Jesus was walking along the sand near the lake, where He first met S. Peter, S. Andrew, S. James, and S. John as they were fishing. And there they were this morning, in almost the same spot, in their boat, dragging their nets in the water for fish. Jesus called to them, "Did you catch anything?" The disciples didn't know who called because the sun shone in their eyes. "No," they answered. Jesus called again, "Throw the net on the right side of the boat and you will catch some." They did, because they were very tired working all night and catching nothing, not even a crab. But no sooner had they thrown the net, than in came swimming the fishes, so many that they could not pull them in, but let some go because the cords were almost breaking. The net was filled with tumbling, thrashing, silver fishes, shining in the sun. Then the disciples knew that the Man who called was the Lord. S. Peter didn't wait to look again. He jumped into the water and waded to Jesus, wild with joy. The other disciples rowed their boat to the shore, dragging the net behind.

Jesus had built a fire and had laid fish upon it to cook. S. Peter drew the net ashore, full of great fishes, a hundred and fifty-three. Jesus said, "Come and eat." So they all sat upon the sand and ate the broiled fish and bread which Jesus had.

Then Jesus led them to a high hill. After He had talked to Him He raised His hands and blessed them. As He blessed them He rose higher and higher. Heaven opened and from the blaze of light came thousands and thousands of singing angels to meet Him. Higher and higher He was carried until the disciples could see Him no more. It seemed to them that He went straight into

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the light, brighter than the sun, the glad singing angels all about Him.

The disciples knelt, straining their eyes for the last sight of their dear Lord, holding up their empty arms as if to bring Him back. Faintly they heard the last angelic music and to them came a wonderful sweetness as from heavenly flowers. Suddenly as they gazed, two shining men in white, stood near and said, "Why are you looking into Heaven? Jesus, who has gone into Heaven, shall come again as you saw Him go."

The disciples rose and went home.

CHAPTER XXXII.

*Review

(The general purposes of the following eight lessons are: First, to find out what the children know about the life of our Lord; second, to correct wrong impressions; third, to thoroughly familiarize them with the stories.)

Music.

Largo—*Handel*.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

March—Follow the Leader.

First Group.

Catechism.

Q. When did our Lord rise from the dead?

A. Our Lord rose from the dead very early Easter morning.

Prayers.

“Which story about the Lord Jesus do you like best?”

Try to find out which story appeals particularly to the children, and why.

Tell that story and show the pictures.

Exercise.

Guessing Game.

Occupation.

Design Pasting—*Fleur de Lis*.

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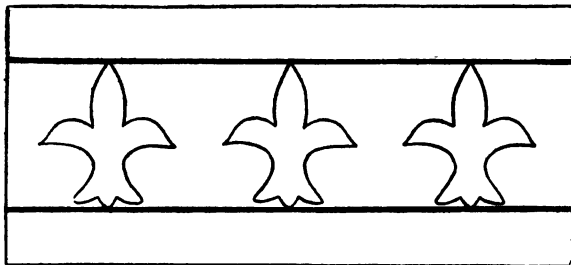
Preparation.

Cut fleur de lis about one and one-half inches high from blue or violet cutting paper—see pattern.

Cut manila paper into strips 3x12 inches.

Draw heavy black lines lengthwise upon the manila paper, the height of the fleur de lis apart.

Paste the fleur de lis at equal distances apart between the black lines.



Presentation.

Provide each child with one piece of paper upon which lines have been drawn the width of the fleur de lis apart, one fleur de lis, brush, and paste.

Show the sample and make explanations.

Paste one fleur de lis exactly at the center of the space and touching the black lines at the top and at the bottom. Paste another fleur de lis at the middle of the right hand space, another at the middle of the left hand space.

Use results to decorate the room for exhibition.

Closing Circle.

Dismiss.

CHAPTER XXXIII.

The Annunciation

Music.

Largo—Handel.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Ask the children to tell the story of the Annunciation.

Exercise.

Pussy wants a chair.

Occupation.

Drawing—Easter Lily.

Materials:

Grey paper, 12x5 inches, chalk, and green crayon.

Presentation.

Draw from either specimen or picture.

Call attention to the cup-like shape, the three white petals and the three white sepals, the long straight stem, the pointed green leaves. Draw a lily for the children upon the blackboard or paper.

Closing Circle.

Dismiss.

CHAPTER XXXIV.

The Nativity

Music.

Lullaby.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

General rhythms—run, skip, etc.

First Group.

Catechism.

Prayers.

Story—The Nativity—told by the children.

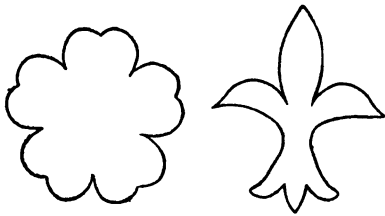
Exercise.

Allow the children to choose a game.

Occupation.

Design Pasting—Rose and Fleur de lis.

Cut red roses (see pattern) and white lilies.



Paste alternately between black lines as in design No. 1.

Closing Circle.

Dismiss.

CHAPTER XXXV.

The Child Jesus

Music.

Lullaby.

Hymns.

Twenty-third Psalm.

Gloria.

Exercise.

Grand March—Variation I.

First Group.

Catechism—a very thorough review.

Prayers.

The following questions may be asked:

Who came to see the Baby Jesus?

How did they know of Him?

What did the three wise men bring?

What did the great king who lived in the beautiful palace think of this wonderful new Baby?

What did he do?

How did Mary and her Baby get away from the soldiers?

When did they go home?

What kind of a little boy was Jesus?

How did He play?

Was He cross?

Did He help His mother?

Why was He good like that? (Because He wished to show us how to do as God likes).

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Exercise.

Skiping tag.

Occupation.

Symmetrical cutting.

Materials:

Squares of cutting paper, 4x4.

Scissors.

Presentation.

Fold the paper in half—"like a book."

Cut into the folded edge in any desired pattern.

Open the paper and a symmetrical design will have been produced.

Closing Circle.

Dismiss.

CHAPTER XXXVI.

The Marriage at Cana

Music.

Wedding March.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Q. Where does our Lord live now?

A. Our Lord lives in Heaven now.

Prayers.

Story—The Marriage at Cana—ask children to tell.

Exercise.

Roll the Hoop.

Occupation.

Free hand cutting—the story of the Marriage Feast.

Cut crudely from squares—the table, the chairs, the water jars. See Chapter XIV.

Closing Circle.

Dismiss.

CHAPTER XXXVII.

Jairus' Daughter

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Story—told by the children—Jairus' Daughter.

Exercise.

The Mulberry Bush.

Occupation.

Bead stringing—design No. 2.

Closing Circle.

Dismiss.

CHAPTER XXXVIII.

Crucifixion and Resurrection

Music.

Nocturne—*Chopin.*

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Tell the story of the Crucifixion and Resurrection.

Exercise.

Musical chairs.

Occupation.

Clay modeling.

Give a ball of clay about the size of an apple to each child. Allow them to model anything they wish.

Closing Circle.

Dismiss.

CHAPTER XXXIX.

The Ascension

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variation I.

First Group.

Catechism.

Prayers.

Tell the story of the Ascension.

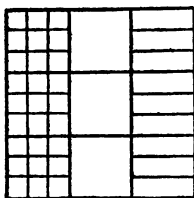
Exercise.

Allow the children to choose a game.

Occupation.

Cutting or Bead Designs.

Allow the children to cut around pictures from magazine articles and advertisements, or



Make designs by laying the beads upon the table, three red, three white, three blue. Vary the design as the children suggest. The beads may be strung upon sticks and placed upon the table side by side to form the designs.

Closing Circle.

Dismiss.

CHAPTER XL.

The Good Shepherd

Music.

Morning Mood—Peer Gynt—*Grieg.*

Hymns.

Find out how many children can sing "Jesus, Tender Shepherd, Hear me," alone.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Story—The Good Shepherd.

Exercise.

Play Shepherd (Dramatization).

Who knows how to be shepherd?

What does he carry?

Where does he take the sheep? Why?

What does he build for them?"

Show me how sheep walk.

Choose a shepherd and provide him with a crook. A stick or a crooked umbrella will serve.

Let all the children follow him as he leads them about the room.

Let the shepherd build a fold with chairs and call the sheep inside, making fast the door when all are in. Then

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let him play that he is building a fire and all the sheep may lie down to sleep.

When soft music is played upon the piano all may awake and go forth after the shepherd.

Occupation.

Paste the picture of the Good Shepherd upon the picture card.

Dismiss.

THE GOOD SHEPHERD.

Who has seen sheep walking with the shepherd down the street?

The men who live in a far away country keep many sheep. There are great high mountains covered in places with tender, green grass, but there are also deep, dark holes, filled with sharp stones, prickly bushes, black mud or rocks, over which water tumbles with a roar like a savage beast. The shepherd, who cares for the sheep, leads them up the mountains to eat the grass. When they have eaten all in one place he leads them higher and higher, far up the hill, scrambling over rocks and crossing bridges over falling water to find new grass. The shepherd carries a stick with a crooked end, called a "crook." If he sees a lamb straying from the path or wandering too near a dark hole, he places the crook about its body and draws it safely back.

High up they find a field of tender grass, where the sheep eat; the little lambs scamper near their mothers and cry, "Ba-a, Ba-a, let us run and play!" The shepherd must gather sticks and stones to build a fence, called a fold. They are far from their home down in the valley. They cannot go back tonight, but must stay on the mountain

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in the dark. So the shepherd must bring the sheep into the fold and lock the gate, that they cannot stray away and lose themselves.

When the sun goes down he calls his sheep as he stands at the gate leaning upon his crook. One by one they pass into the fold and he counts them, one, two, three, four, on and on until all are safe inside. Then he locks the gate.

The night is cold. The shepherd lights a fire in dry branches and the sheep come near to get warm. The lambs nestle close to the shepherd. Sometimes when they are hurt or sick he holds them in his arms and feeds them warm milk.

Far down a wolf howls, "Oo-o!" One night he came and stole a poor little naughty lamb and carried it to his home in the dark rocks, to eat. The sheep are frightened when they hear the wolf. They crowd close to the shepherd, for they know that if they stay near him, he will keep them from all harm. He pats them softly and says, "Don't be afraid. Keep close to me and I will take care of you." Then they say "Baa," which means, "We love you, dear shepherd," and go to sleep safe in the fold.

Our Lord Jesus Christ is the Good Shepherd and we are His sheep. He watches us always: in the day time when we play and as we eat; in the dark night when we are asleep in our beds. Even when we pull the covers over our heads, He can see us. His holy angels help Him take care of us. They fly around us softly. We cannot see or hear them, but they are with us always.

The sheep are good, because they love their shepherd. We must be good, too, because we love our Shepherd, who cares for us always. We shall not be afraid, for He says, "I will never leave you."

CHAPTER XLI.

The Lost Lamb

Music.

Morning Mood—Peer Gynt—*Grieg.*

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Story—The Lost Lamb.

Exercise.

Play Shepherd—See Chapter XL.

Occupation.

Sand Table—Shepherd and Sheep.

Presentation.

See Chapter VI.

Pile the sand into a sloping hill, cover part with grass. Place some sticks and stones in a roughened hollow, and use a little water to make a muddy spot.

Build a fold with sticks and stones and place the toy shepherd with the sheep inside.

Try to make the children give suggestions so far as possible.

Closing Circle.

Dismiss.

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THE LOST LAMB.

The shepherd had one hundred sheep to care for, big, strong father sheep, who said "BAA," gentle mother sheep who call "BAA," and little white woolly lambs, who ran about, crying "Baa."

Before they started on their way up the mountain to find the fresh, green grass, the shepherd called his sheep to him and said, "My dear sheep and little white lambs, we are going far from home. Stay near me always and I will keep you safe. If you run away you may lose yourselves in a dark, muddy hole, prick your nose upon the thorny bushes, hurt your feet upon the sharp stones, or a wolf may find you; snap! will go his sharp, white teeth and he will eat you for his dinner. So, my lambs, do not run away from your shepherd. Stay close to him always."

"BAA," said father sheep; "BAA," said the mother sheep; "Baa," squeaked the baby lambs, which means "Yes, good shepherd, we will never run away, no, never, never, for we love you."

The shepherd smiled, and, taking his crook, started up the rocky path. Up, up, they went, scrambling over sticks and stones. The shepherd drew a whistle from his pocket and played a funny tune, which made the sheep dance faster, up and up and up. Soon they found the new grass, where they could rest and eat. There the shepherd gathered stones and built the fold, a strong, high fence in a square.

Now, one of the lambs had the whitest, softest, woolly coat that you ever did see on a lamb. This lamb, though quite wee, could say "Baa" very well indeed, and run faster than any. But, it was naughty. It heard the shepherd

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say, "Stay close to me," but it made up its small mind to run away, "just for fun."

When the shepherd wasn't looking, the naughty lamb sneaked behind a tree and hid. In a moment, it ran as fast as its white, woolly legs could scamper, down, down, down the mountain, away from the good shepherd. It found a spot where it ate the grass and rolled over and over for fun. "I am glad that I ran away from the shepherd and all those silly, goody-goody sheep. I can do as I like here, with nobody to bother me. How foolish to stay with the shepherd, Baa, Baa," it said.

Then it ran farther away, but soon it grew tired and sleepy. It couldn't find new grass. The prickly bushes grew thick, the pricklers scratched its nose and made it bleed, and tore its clean, white, woolly coat.

The naughty lamb ran on. The stones cut its poor little feet so that it ran slowly. Then it fell into a dark hole. The good shepherd was not near to save it with his crook. There it lay, its nose scratched, its feet cut and bleeding, its beautiful white, woolly coat torn and covered with mud, a wretched sight. The naughty lamb was lost, all alone on the mountain and nobody to take care of it!

The night came, dark and cold, and the wolf far away howled. "Baa," said the lamb very faintly, "how cold and dark and wet this hole is! How hungry I am!" Then it thought, "How very naughty I have been. Why did I run away from the good shepherd, who loves me?" It shivered and began to cry, for it was a very little lost lamb.

The shepherd called his sheep to go to bed in the fold. As they ran through the gate he counted them, one, two, three, four, to ninety-nine. Where was one to make one hundred? That dear little whitest lamb! Where was it?

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Gone! Ah, how sorry the good shepherd was to know that his dearest lamb had been naughty and had run away from him!

He put on his coat, lighted his lantern, and, taking his crook, ran down the mountain to find the lost lamb.

In the dark hole the lamb cried and shivered. Upon the rocks it heard footsteps and saw a light coming. What was that! A wolf? No. The good shepherd with his lantern, looking into the dark places. He heard the lamb crying and found it, wrapped it warm in his coat, held it safe and close to his breast, and carried it home. He brought warm water and washed the muddy coat, bathed the scratched, bloody nose, pulled the thorns gently from the bruised feet and bound them in soft cloths and liniment. Then he fed the poor little lamb warm milk from a spoon.

"My dear little lamb," he said in his kind voice, that the sheep loved, "why did you run away from your shepherd, who loves you?" But the tired lamb only cried, and the shepherd knew that it was sorry and that it never, never would run away again. Then it nestled closer and fell asleep in the arms of the good shepherd.

The sheep came softly near and looked at the sleeping lamb with their big eyes. "Baa," they said, to show how glad they were that the shepherd had found the tiniest, softest, whitest, woolly lamb.

CHAPTER XLII.

The Lost Lamb

Music.

Morning Mood—Peer Gynt—*Grieg.*

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variation No. II.

Stand ten chairs about a foot apart in a straight line.
Lead the line of children weaving fashion, in and out.

First Group.

Catechism.

Take the children to see a Baptism before teaching this question.

Explain baptism as follows:

What did the priest do to the baby?

When a baby is baptized with water, he becomes God's child. All of God's children belong to the Holy Catholic Church.

Have you been baptized?

Then you are a child of God and belong to the Holy Catholic Church.

Find out how many children have been baptized.

Q. Who belong to the Holy Catholic Church?

A. All baptized persons belong to the Holy Catholic Church.

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When you go home, ask your mother if she is a child of God and belongs to the Holy Catholic Church.

Prayers.

Repeat the Story of the Lost Lamb.

Exercise.

Drop the handkerchief.

Occupation.

Model a lamb in clay. Use one of the toy lambs from the sand table as a model.

Presentation.

Give a portion of clay about the size of the toy lamb to each child.

Taking a mass in your hands, show them how to press the body into shape, roughly "egg shaped." From the "egg shape," press out the head and pinch up the ears. Use sticks for the legs and tail.

Preserve the best models for exhibition.

Closing Circle.

Dismiss.

CHAPTER XLIII.

The Prodigal Son

Music.

Nocturne—*Chopin*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variation No. II.

Stand ten children in place of the chairs used before.
Lead the line of children in and out, weaving fashion.

When the end of the line comes to each of the ten standing children, he may join, thus forming one long line.

First Group.

Catechism.

Do you belong to the Holy Catholic Church?

How do you know?

Does your mother, your father, do I?

How do you know?

Q.

A.

Prayers.

Tell the story of the Prodigal Son.

Exercise.

Guessing Game.

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Occupation.

Bead stringing—Design No. 2.

Closing Circle.

Dismiss.

THE PRODIGAL SON.

A father once gave some money to each of his two boys. The older boy was good. He put his money in a box and hid it in a safe place, saying, "I shall need my money some day." The younger boy was naughty. He put his money in a bag and ran away from home, boarded a ship, and sailed far away from his father to a strange country. There he spent all to buy fine clothes and good things to eat. When he had not a cent left to buy a piece of bread he thought of his good father and brother, from whom he had run away.

"What shall I do! What shall I do!" he cried.

He had nothing to eat all day, and the rain had spoiled his fine clothes.

A man passing in the street heard him. "Come with me," he said to the boy, "and I will give you work to take care of my pigs, for which I will pay you." So the poor boy went with the man and took care of the dirty pigs for enough money to buy a little bread to keep him from dying of hunger. Even the pigs' food was better than his.

As he sat cold and hungry in the mud and dirt among the pigs, he said to himself, "Well, I have been a naughty, foolish boy. Why did I not stay with my good father and brother? There they have good things to eat, soft beds to

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lie in, and warm coats to wear. My father and brother love me, and here no one cares even to speak to me. I will go home to my father and say, 'Father, I am sorry that I ran away. Let me come into your house and scrub your floors and work for you, even as your servant.' "

So the boy went home, but his father saw him opening the gate and ran to meet him and put his arms around him and kissed him, saying, "My own dear little boy!" The boy said, "Father, I am too bad to be called your little boy. Just let me scrub your floors and work for you as a servant." But the father brought him into the house, took off his dirty rags, and dressed him in warm clothes. He called the servants and bade them kill a fat calf and cook it for a grand feast to celebrate the home-coming of his little boy, who had run away.

And the boy lived in his father's house forever after.

CHAPTER XLIV.

The Prodigal Son

Music.

Nocturne—*Chopin*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variation No. II.

First Group.

Catechism.

Prayers.

Story—The Prodigal Son.

Exercise.

Dramatize the Prodigal Son.

Presentation.

Characters.

Choose a father, the good boy, the bad boy, man who owned the pigs, the pigs.

Properties.

Some coins, a money box, a bag, a table, a dish.

The father gives the coins to the two sons.

The good boy places the money in a box and with the father retires from the center of the circle.

The bad boy places the money in a bag and runs away to a remote corner of the room.

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The owner of the pigs meets him and the following dialogue takes place:

Man—"What is the matter, poor boy?"

Boy—"I am hungry."

Man—"Where is your money?"

Boy—"I spent it."

Man—"Come with me and take care of my pigs and I will give you money to buy bread."

The man takes the boy to where the pigs are—in an opposite part of the room.

The pigs must be walking upon all fours. The boy must get a dish and play to feed them, saying—

"This is better food than mine.

"I have been a foolish boy to run away from my kind father. I am going home and say, 'Father, I am sorry that I ran away. Let me come into your house and scrub your floors and work for you, even as your servant.'"

The boy throws down the dish and goes to the circle again.

The father meets him at the gate, saying, "My own dear little boy," and throwing his arms about him.

They seat themselves at a table with the good boy and play at eating.

Closing Circle.

Dismiss.

CHAPTER XLV.

The Prodigal Son

Music.

Nocturne—*Chopin*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variations No. I. and II.

March Variation II. first.

First Group.

Catechism.

Prayers.

The children tell the story of the Prodigal Son.

Exercise.

Dramatization of the Prodigal Son repeated.

Occupation.

Painting—Background for poster, to be finished in Chapter XLVII.

Paint a yellow wash—see method used in Chapter XXVIII.

Closing Circle.

Dismiss.

CHAPTER XLVI.

The Sower

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March—Variations No. I. and No. II.

First Group.

Catechism.

Prayers.

Tell the story of the Sower.

Exercise.

"Pussy Wants a Chair."

Occupation.

Sand Table—The Sower's Field.

Presentation.

I. Let the children build a fence around the field with sticks.

II. Plow the sand in furrows with a stick.

III. Pat down hard places for paths through the field.

IV. Place stones and sticks in parts near the fence.

V. Scatter grass seed through the field, purposely scattering some upon the stones and sticks.

VI. Water, by wetting a whisk broom and shaking it gently.

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By next Sunday the seeds will have sprouted and the children's attention may be called to the difference in the condition of the seeds fallen upon the stones and sticks from those fallen upon soft soil.

Closing Circle.

Dismiss.

THE SOWER.

A farmer had a big field. Early in the spring he plowed the earth into great, rough lumps. Then he raked it, breaking the lumps into small bits and smoothing all to make a soft bed for his seeds. Across the field he left hard paths to walk upon, so that he should not need to tread upon the soft bed and crush the seeds as he scattered them.

From the barn, the farmer brought a huge bag of seeds. Up and across the hard paths he walked, throwing handfuls of seeds from his bag over the soft earth. The wind came to help the farmer and blew the seeds far away, round and round about over the great field.

Some seeds fell safely upon the soft earth bed and nestled snugly in their holes to sleep and wait for the rain and warm sunshine to awaken them. Some seeds were blown over the fence and landed among the sharp thistles; some fell upon the hard rocks standing stark and bare in the roasting hot sun; some fell upon the paths, where the farmer walked upon them and the birds came hopping about picking up the pieces and carrying them home for 'beir babies' dinner.

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When the bag was empty, the farmer sat upon a log to rest. He took his big red handkerchief from his pocket and wiped his face. Plowing fields and scattering seeds in the sun is hot work. Then he went home to supper.

In the evening as he sat smoking his pipe in the kitchen doorway, he said to his wife, "Now all my seeds are planted. I wonder if all will grow." "We shall see," said the woman.

In the night the warm rain drops fell. The seeds sank down, down, into the soft earth bed. In the morning the sun shone warm and bright.

Many days the seeds drank the warm rain and the sun shone upon them until they burst their coats for joy and waved their tiny green arms from their bed and grew.

Said the farmer to his wife, "To-day, I walked through my field. The seeds are showing their green leaves above the earth, tall and beautiful."

"I am very glad," answered the wife. "Are all of the seeds growing?" The farmer shook his head and his face looked sorry. "Oh, no," he said. "The wind carried some over the fence where the thistles grow so thickly that the poor little seeds had no room to stretch their leaves. Some fell upon the hard rocks and the sun roasted them, for they had no soft cover. Some fell upon the path and I could not help walking upon and breaking them. The birds flew down and carried the pieces home."

"Too bad, too bad," said the farmer's wife.

"But most of the seeds fell upon the soft earth bed where the rain moistened and the sun warmed them," said the farmer. We shall soon have a beautiful green field of

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wheat. In the autumn we shall cut the wheat and take it to the mill to be made into flour. Then you shall make bread and cakes for the children."

"Oh, yes," shouted the children, clapping their hands. "We like good bread and cake. Take us to the field to see the seeds grown tall and green from the soft earth."

CHAPTER XLVII.

The Sower

Music.

Spring Song—*Mendelssohn*.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

First Group.

Catechism.

Prayers.

Repeat the story of the Sower.

Exercise.

Dramatize the Sower.

ACT I.

Characters—The Sower.

His wife and children.

The Seeds.	{	1. Seeds to fall upon soft earth.
		2. Seeds to fall among thistles.
		3. Seeds to fall upon rocks.
		4. Seeds to fall upon path.

Seat the children upon chairs in a large circle.

Choose the actors and explain their parts.

The farmer and his wife may play that their home is
in a corner. The farmer goes into the circle, plays that he

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is plowing and raking. Then he walks to and fro scattering the seeds from an imaginary bag.

The children who represent seeds come forward from their places in the circle. Group No. I crouch near the center of the circle and group No. II near the edge. Place some chairs for rocks upon which group No. III may crouch. Group No. IV may crouch near the latter.

The farmer surveys his field and goes home to his wife. The children playing the rain now run lightly in and out the groups of seeds, clapping the hands very softly, then take their places in the circle.

The child playing the sun may stand upon his chair and hold his arms in a circle about his face.

The appearance of the sun is a signal for group No. I to rise slowly and hold the arms above the head to represent a growing plant.

The birds now come forward and take away group IV to their places in the circle.

Groups II and III stretch themselves out as if dead.

ACT II.

The farmer comes to look at his field, then he goes home and talks to his wife as in the story.

Occupation.

Finish the poster planned in Chapter XLV.

Preparation.

Cut from black paper in one piece a church and houses. See illustration on the next page.

Presentation.

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Paste the black form upon the yellow background.
The birds are easily made with black crayon.

Closing Circle (very short).

Dismiss.



CHAPTER XLVIII.

The Sower

REPEAT CHAPTER XLVII.

Occupation.

Paste the picture of the Sower upon the cards.

Closing Circle.

Dismiss.

CHAPTER XLIX.

The Church

Take the children to see the inside of a church. Tell them that they are going to God's house, that they must not talk, that the boys must remove their hats, but that girls must *never* enter a church without a hat.

Kneel before the altar and recite the Divine Praises.

Call the children's attention to

1. The altar.
2. The choir.
3. The pulpit.
4. The lectern.
5. The organ.
6. The pews.
7. The baptistery.

Occupation.

Draw the interior of the church visited. Do not attempt to draw for the children, allow them to express their own ideas of what they have seen.

Closing Circle.

Dismiss.

CHAPTER L.

Review—The Church

Music.

Largo—Handel.

Hymns.

Twenty-third Psalm.

Exercise.

Grand March.

Steps I through IV and Variations I and II.

First Group.

Catechism.

Prayers.

Ask questions upon the church interior, the things seen and their use.

What did you see first when you went to church?

(The altar.) Where is the altar in a church?

What was upon the altar?

Tell us something else that you saw.

Where do the choir sit? Why?

What is the pulpit used for?

Where is the Bible? Who reads the stories from the Bible to the people?

Do you like to hear the organ played?

Where do the people sit?

Do they sit always?

When they pray what do they?

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When they sing?

When a child is baptized, where is he taken?

How is he baptized?

Exercise.

Dramatize the Sower.

Occupation.

Build a church.

Give to each child sixteen cube beads.

Ask the children to build the church visited.

When they have built the church, they may use the beads to build objects in the interior, as the pews, the pulpit, the altar.

Closing Circle.

Dismiss.

CHAPTER LI.

Preparation for the Exhibition

Next Sunday is exhibition Sunday. The lesson for to-day will be preparatory. Do all work to-day just as for the exhibition, that next Sunday all may go smoothly.

Opening Circle.

Music.

Spring Song—*Mendelssohn*.

Sing "Onward, Christian Soldiers," in chorus.

Ask individual children to sing the hymns taught.

If the children can say the Twenty-third Psalm individually, let them.

At least, have one child say the *Gloria* alone.

Exercise.

Go through all the steps of the Grand March.

First Group.

Ask individual children to repeat the Catechism answers.

Prayers.

See how many children can say the prayers alone after they have been said in chorus and the children are seated.

Decide upon a story to be told by one child who can do so especially well.

Be sure that he tells the story in a clear voice which can be heard by visitors sitting near the circle.

Kindergarten Lessons for Sunday Schools

Exercise.

Play a game that the children like best. Choose a short one.

Dramatize a story of the children's choice. They will play most successfully the one they like best.

Omit Occupation—devote the time to practising the dramatization.

Closing Circle.

Tell the children that next Sunday the mothers and fathers are invited to see them at school. Have ready invitations written upon cards for the children to give to the parents.

Wait until the children are in line for dismissal before distributing the invitations.

Exhibition

Place the children's work about the room. Have chairs ready for the visitors, to avoid confusion.

Opening Circle.

Conduct the Opening Circle as in Chapter LI.

Exercise.

See Chapter LI.

First Group.

See Chapter LI.

Exercise.

Dramatize the story practised most.

Occupation.

If the children seem restless omit the occupation. If everything has gone smoothly the visitors may like to see the children work.

Paste a picture upon a card or string beads.

Closing Circle.

Dismiss.

Distribute the work which has been kept for exhibition that the children may carry it home.

CLOSING REMARKS.

Experience is of greatest value in teaching. If you feel that your first year has not been so successful as you had hoped, you have a proper attitude toward your work. For teaching is a serious occupation.

Theory must be well in mind, but, as in any art, success is arrived at by practice. The course must be studied, carefully, *first* as a whole. Fix the *aim* thoroughly in mind and do not lose sight of it. Try to see how each lesson contributes toward that end. See how the Lessons are arranged: thus logical order, presenting God, first in His relation to man before the first sin; second, after the entry of sin, before the Incarnation; third, after the Incarnation; fourth, in the Church.

Notice how each subject is taught; first, by presentation to the child by means of story and pictures; second, by obtaining from the child his impression by means of his own expression in story and handwork; third, by correcting the impression if mistaken and fixing it if correct.

Second, learn the plan of each lesson, the time occupied by each period, and the general character of the work to be accomplished in the respective periods. During the week study the lesson for the next Sunday. From the *first lessons* learn the *methods* to be followed in teaching the various subjects throughout the course. Know exactly what you wish to do and how you can best do it in your particular circumstances. Do not fail to make the article designed for occupation. Think about the children in your class, how you can best appeal to unusual individuals. Remember them in your prayers, by name.

Do not use the printed lesson to prompt yourself.

Kindergarten Lessons for Sunday Schools

Learn your lesson-plan, generally, but do not lean upon it for your sole support. In work with very young children unexpected situations continually arise in which you must think for yourself, quickly. Little children are not "cut and dried," they are living and extraordinary. You must *learn to take the initiative*, be the master in all situations.

Quickness of thought, skill and tact in management of children, ease in expression, dexterity in handling materials: all of these come only through experience. You will find your second year's teaching a vast improvement upon the first work, and so on, each year developing new ideas, new powers.

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